



Language and Culture Archives

Bartholomew Collection of Unpublished Materials

SIL International - Mexico Branch

© SIL International

NOTICE

This document is part of the archive of **unpublished** language data created by members of the Mexico Branch of SIL International. While it does not meet SIL standards for publication, it is shared “as is” under the Creative Commons Attribution-NonCommercial-ShareAlike license (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) to make the content available to the language community and to researchers.



SIL International claims copyright to the analysis and presentation of the data contained in this document, but not to the authorship of the original vernacular language content.

AVISO

*Este documento forma parte del archivo de datos lingüísticos **inéditos** creados por miembros de la filial de SIL International en México. Aunque no cumple con las normas de publicación de SIL, se presenta aquí tal cual de acuerdo con la licencia "Creative Commons Atribución-NoComercial-CompartirIgual" (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) para que esté accesible a la comunidad y a los investigadores.*

Los derechos reservados por SIL International abarcan el análisis y la presentación de los datos incluidos en este documento, pero no abarcan los derechos de autor del contenido original en la lengua indígena.

Zapoteco de Sto. Domingo Albarradas, Lesson 1

Part 1: Dialog

I. Version for Wolfram

(Imagined situation: two men meet outside)

A = Alfredo(=Wolfram)

W = don Wenceslao

W: Xchăn/Xchăán.

Greetings.

A: Xchăn, dád Lăw.

Greetings, don Wenceslao.

W: ¿Chũ lâl?

What is your (sg) name?

A: Alfrêd lâan.

My name is Alfredo.

W: ¿Băn chêl?
P

Where are you (sg) going?

A: Găn pasiéjr.

I am going for a walk.

W: Yádxaacá Alfrédô.

See you, Alfredo.

A: Yádxaaj c á(j) dád Lăwô.

See you, don Wenceslao.

II. Version for Ilse

M = Margarita(=Ilse)

W = don Wenceslao

M: Xchăn, dád Lăwan.

Greetins, don Wenceslao.

W: Xchăn, Líd.
¿Băn chêl?

Greetings, Margarita.
Where are you (sg) going?

M: Găn chígnă(a)n ná Păw.

I am going to visit doña Paula.

W: Yádxaacá.

See you.

M: Yádxaacá.

See you.

Zapoteco de Sto. Domingo Albarradas

Lesson I

-p.1

Part I : Dialog

A : Version for Wolfram

Pretended situation: Two men meet outside

(Wolfram's first data book, item 62)

Taped with 2 speakers: Don Wenceslao (old generation) and Alfredo (ca. 18 years old).

A = Alfredo

W = Wenceslao

W: štšá·n

'Greetings'

A: štšá·ndátl̄l̄u

'Greetings, don Wenceslao.'

W: tšú·lá·l̄l̄l̄

'What is your name?'

A: 'álfre·dl̄á·'á

'My name is Alfred.'

W: pá·ntšé·é
ξ
b

'Where are you^(sg) going?'

A: ká·mp̄l̄s·yeh̄ē'ǀ

'I am going for a walk.'

W: yedžá·'áka ('álfre·do· *)

'See you later, Alfredo'

A: yedžá·x·kax·t̄l̄lawo·

'See you later, don Wenceslao.'

*) See part 2B note on glottal stops.

Part 2: Notes on Grammar, Phonology and Context-Dependent Variants.

A Grammar

1. The noun 'name' in possessed noun phrases (possessor: personal pronoun)

<lâan> lâ.ʔā̄ 'my name'

<lâl> lâ.l̄l̄l̄ 'your (sg.) name'

<lâmán> lâ.m̄ā̄ 'his/her name' (adult's name, respect form)

<lâm> lâ.m̄ 'her name' (girl's name)

<lâx> lâ.ž̄ī / lâ.ž̄ 'his name' (boy's name)

<du-láján> d̄ū.l̄āh̄ā̄ 'our (excl.) names'

<lâdí> lâ.d̄ī 'your (pl.) names'

<lârémán> lâ.r̄ēm̄ā̄ 'their names' (adult men's names)

<lâréx> lâ.r̄ēs̄ 'their names' (young men's names)

<lâréx> lâ.r̄ēm̄ ' " " (girls' names)

~~*) It remains to be checked whether these two forms really are allomorphs and, if so, what rules apply. Present hypothesis: [lâ.] is used when it precedes a name that begins with a ^{con-}sonant, [lâm] under other conditions (preceding a name that begins with a vowel or following any name)~~

Part 2 A

2. The verb 'to go'

gǎn ká·ŋ ∞ ká·n ∞ kó·m...

I am going (to)

chêl tše·l
chêx tše·
chê m tše·mYou (sg) are going (to)....
He is going (to).... (in questions)
She*) is going (to)....

yó'ón yó'ón ∞ yó'ón ∞ yó'óm...

We (excl.) are going (to)....

yó'reé yó'óre

We (incl.) are going (to)...

chêdí tše·dl

You (pl.) are going (to)...

chêreéx tše·rež

They (masc.) are going (to)....
(in questions)

chêreém tše·režem

They (fem.) are going (to)...

Part 2

B Phonology

1. Glottal stop

It occurs in various positions except utterance finally in the two versions of this dialog. It seems to be more frequent in lento speech than in non-lento speech. Don Wenceslao pronounced the one in parenthesis while dictating but not while speaking on tape (part 1 A, penultimate utterance):

yédzā'āka (?) ālfredō

'See you later, Alfredo.'

*) in women's talk: she or he

Part 2 B. Phonology

2. Length of vocoids

There are short and long vocoids. Length seems to be somewhat subject to ideolectal variations.

Compare the underlined parts:

- a) Alfredo (Part 1 A): štšá·ndat̄l̄l̄v̄ } Greetings,
María (Part 1 B): štšándat̄l̄awō } don Wenceslao
- b) Alfredo (Part 1 A): yedžaxkax·t̄l̄l̄awō } see you later,
María (Part 1 B): štšándat̄l̄awō } Greetings,
don Wenceslao

X The phonemic status of length needs to be investigated.

3. Devoicing utterance finally.

[l → l̄]

Utterance final voiceless contoids may be followed by voiceless vocoids.

4. Certain occurrences of [x] seem to be subject to ideolectal variation: Compare don Wenceslao's and Alfredo's pronunciation of the leavetaking at the end of Part 1 A.

Part 2 B contin.

5. Tones.

At least two tone levels appear in the two dialog versions, ^{more} further-up-glides and down-glides.

Part 2

C Context-Dependent Variants.

Certain utterances (here in connection with names) may have a "normal form" and a "shouting form". Examples from Part 1 A (names underlined):

Set 1:

ʔālfrēd̄ lā.ʔā̄

My name is Alfredo.

γēdžā ʔākā ʔālfrēd̄o.

See you later, Alfredo.

Set 2:

štšā·ndāt̄l̄ā̄

(Greetings), don Wenceslao.

γēdžāx kox·t̄āt̄l̄awo.

See you later, don Wenceslao.

([dāt] ∞ [tāt] is a respect marker for addressing male adults, signifying something like the title "don")

Part 3

Drill

Part 3 : Drill

Question and Answer Frame Drill

Where are you (sg) going?

¿Bán chēl?

I am going....

- | | | | | |
|----|---|----------------|--|-----------------------------------|
| 1. | $\overline{pa} \cdot \overline{nt\check{s}e} \cdot \overline{l/ε}$
$\frac{\xi}{b}$ | Gǎn pasiéjr. | $\overline{ka} \cdot \overline{mpas} \overline{yε} \overline{hēř}$ | - for a walk |
| 2. | " | Gǎn lád yá nī. | $\overline{ka} \cdot \overline{η} \overline{lad} \overline{yāni}$ | - up (e.g. upstairs, up the hill) |
| 3. | " | Gǎn roylay. | $\overline{ka} \cdot \overline{η} \overline{rōy} \overline{lay}$ | - to the town hall |
| 4. | " | Gǎn Guiwró'. | $\overline{ka} \cdot \overline{η} \overline{giur} \overline{ó'}$ | - to the river
Guiuro'o |
| 5. | " | Gǎn Guiwzdo. | $\overline{ka} \cdot \overline{η} \overline{giuz} \overline{do}$ | - to the brook
Guiuzdo |
| 6. | " | Gǎn daján. | $\overline{ka} \cdot \overline{n} \overline{dā} \overline{han}$ | - to the field |

Part 4

Useful isolated phrases

- | | | |
|------|--|------------------------|
| 1. | $\overline{t\check{s}u} \cdot \overline{la} \cdot \overline{lēl}$ | What is your name? |
| 2 a) | $\overline{?} \overline{alf} \overline{rē} \cdot \overline{dlā} \cdot \overline{?} \overline{ā}$ | My name is Alfred. |
| b) | $\overline{li} \cdot \overline{flā} \cdot \overline{?} \overline{ā}$ | My name is Margarita. |
| 3. | $\overline{pa} \cdot \overline{nt\check{s}e} \cdot \overline{l/ε}$
$\frac{\xi}{b}$ | Where are you going? |
| 4. | $\overline{ka} \cdot \overline{mpas} \overline{yε} \overline{hēř}$ | I am going for a walk. |

Lesson 2

Part 1: Dialog

Situation: Don Wenceslao and I (we) meet outside

W = Wenceslao

A = Alfredo (Wolfram) M = Margarita (Ilse)

W: štšá.n²alfredo

Greetings, Alfredo

štšá.n

Greetings.

{ A (& M): štšá.ndɪlawo.
M: štšá.ndɪlá.wān }

Greetings, don Wenceslao.

W: pa.ntšɛ.ɓ

Where are you (sg) going?

pa.ntšɛ.du

Where are you (pl.) going?

A: kaŋlodri²hab²romplaŋ

I am going to the airstrip (I am going to where the airplane lands.)

A & M: yo²ŋlodri²hab²romplaŋ

We are going to the airstrip.

W: paŋwe.ln²ɛ.²lx²

Where did you go yesterday?

paŋwe.dun²ɛ.²lx²

Where did you (pl) go yesterday?

A: waŋrōllal ∞ rōllalwa²ŋ

I went to the town hall.

A & M: bi²ŋrōllal ∞ rōllalbi²ŋ

We went to the town hall

W: la²tāy²ŋ

I am leaving now.

{ A (& M): yo.dɪlawo.
M: yo.dɪlá.wān }

Alright, don Wenceslao.

Part 2: Notes on Grammar

1. The verb 'to fall (persons and things); to land (airplane),
hab. aspect (apart from 1st pers. sing. only 3rd-person forms)

řĩā hāb̄ ʌŋ	riajbán	I fall
řĩā hāb̄ ə / š	riajbíx	he falls (a boy or young man)
řĩā hāb̄ ə m̄ ʌ	riajbímán	he/she falls (an adult - respect form)
řĩā hāb̄ ə m̄	riajbím	she falls (a girl)
řĩā hāb̄ ʌŋ	riajbán	it falls
řĩā hāb̄ (ə) ḡyah	ri ajáb guiaj	a stone falls
řĩā hāb̄ (ə) řũmplāŋ	ri ajáb rũplân	the/an airplane lands
řĩā hāb̄ ře é š	ri ajáb re é x	they fall (boys, young men)
řĩā hāb̄ re m̄ ʌŋ	ri ajáb re émán	they fall (adults/men or women)
řĩā hāb̄ re m̄	ri ajáb re ém	they fall (girls)
řĩā hāb̄ řē.	ri ajáb re én	they fall (things)
řĩā hāb̄ ře ḡyah	ri ajáb re é guiaj	(the) stones fall
řĩā hāb̄ ře řũmplāŋ	ri ajáb re é rũplân	(the) airplanes land

Part 2 contin.

2. The verb 'to go' contin. from Lesson 1: *Completive Aspect.*

$\overline{w\acute{a}\cdot\eta} \infty \overline{w\acute{a}\cdot n} \infty \overline{w\acute{a}\cdot m}$	huǎ(a)n	I went
$\overline{w\acute{e}h\acute{e}l}$	huejl	you (sg) went
$\overline{w\acute{e}h\acute{e}\acute{z}}$	huejx	he (boy, yg. man) went
$\overline{w\acute{e}h\acute{e}m}$	huejm	she (girl) went
$\overline{w\acute{e}h\acute{e}m\eta}$ 1	huej mán	he/she (adult) went (respect form)
$\overline{b\acute{y}\acute{c}\acute{c}\eta} \infty \overline{b\acute{y}\acute{c}\acute{c}n} \infty \overline{b\acute{y}\acute{c}\acute{c}m}$	bió'ón	we (indus. & exclus.) went
$\overline{w\acute{e}h\acute{e}d\acute{l}}$	huejdí	you (pl.) went
$\overline{w\acute{e}h\acute{e}r\acute{e}\acute{z}}$	huej reéx	they (boys, yg. men) went
$\overline{w\acute{e}h\acute{e}r\acute{e}m}$	huej reém	they (girls) went
$\overline{w\acute{e}h\acute{e}r\acute{e}m\eta}$	huej reémán	they (adults: men or women) went (respect form)

Part 3: Drills

I Build-up-Drill

A. 'I am going to the airstrip.'

ka·ŋ lo·driŋ haβrōmpla·ŋ

I am going (to) where the
airplane lands.

rōmpla·ŋ

airplane

t̄riŋ haβrōmpla·ŋ

the airplane lands

lo·driŋ haβrōmpla·ŋ

where the airplane lands

ka·ŋ lo·driŋ haβrōmpla·ŋ

I am going (to) where the
airplane lands. (I am going
to the airstrip)

B. 'We are going to the airstrip.' (excl.)

yo'on lo·driŋ haβrōmpla·ŋ

we (excl.) are going to the
airstrip.

(t̄)rōmpla·ŋ

airplane

riŋ haβrōmpla·ŋ

the airplane lands

lo·driŋ haβrōmpla·ŋ

where the airplane lands,
the airstrip

yo'on lo·driŋ haβrōmpla·ŋ

we (excl.) are going
where the airplane lands/
to the airstrip

II Frame Drill with the Verb 'to fall'; to land.'

řiāhab(ə) rōmplā·ŋ

The/an airplane lands.

řiāhab(ə) g'āh

The/a stone/rock falls.

řiāhab(ə) li·př'ə

the/a book falls.

řiāhab əpl'ax.tl

The/a plate falls.

řiāhab b'ahs

The/a drinking glass falls

řiāhab koxhp

The/a wine glass falls

řiāhab(ə) d'ahs

The/a cup falls.

THE SAME PHRASES IN ORTHOGRAPHIC SPELLING:

R i a j á b r u m p l â n .

The/an airplane lands.

R i a j á b g u i a j .

The/a stone/rock falls.

R i a j á b l i b r .

The/a book falls.

R i a j á b p (i) l i á j t .

The/a plate falls.

R i a j á b v á j s .

The/a drinking glass falls.

R i a j á b c ó j p .

The/a wine glass falls.

R i a j á b d á j s .

The/a cup falls.

Zapoteco de Sto. Domingo Albarradas, Lesson 2 - p. 6 Part 3 contin.

III The verb 'to go' contin. from Lesson 1 - Question & Answer Drills in Bidimensional Array

Response	Where are you (sg) going?	I am going	Response	Where are you (pl.) going?	We are going	Response	Where did you (sg) go?	I went	Response	Where did you (pl.) go?	We went
pasíejr	Bán chel? Bán pasíejr.										
1. pasíehē	pa.ní.šē & kampa.síehē	pa.ní.šē	pa.ní.šē	pa.ní.šē	yo.pma.síehē	pa.ní.šē	pa.ní.šē	pa.ní.šē	pa.ní.šē	pa.ní.šē	pa.ní.šē
	Bán lād yá nī? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.	Bán chel? Bán pasíejr.
2. Lad'ani	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	yo.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.	ka.nlad'ani.
	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī	Lád yá nī
3. rólal	roy.lay	roy.lay	roy.lay	roy.lay	yo.nroy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay
	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay	roy.lay
4. giuro	Guiwró	Guiwró	Guiwró	Guiwró	yo.nGuiwró	giuro	giuro	giuro	giuro	giuro	giuro
	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró	Guiwró
5. giusto	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	yo.nGuiwzdo	giusto	giusto	giusto	giusto	giusto	giusto
	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo	Guiwzdo
6. dahŋ	daján	daján	daján	daján	yo.ndahŋ	dahŋ	dahŋ	dahŋ	dahŋ	dahŋ	dahŋ
	daján	daján	daján	daján	daján	daján	daján	daján	daján	daján	daján

Part 4: Useful Isolated Phrases.

1. p̄a·ntš̄é·d̄i
Where are you (pl.) going?
2. p̄a·ηw̄é·l
Where did you (sg) go?
3. p̄a·ηw̄é·d̄i
Where did you (pl.) go?
4. t̄r̄ih̄a·b̄r̄ōmp̄l̄a·η
The airplane lands.
5. lo·d̄r̄ih̄a·b̄r̄ōmp̄l̄a·η
Where the airplane lands,
the airstrip
6. k̄a·ηlo·d̄r̄ih̄a·b̄r̄ōmp̄l̄a·η
I am going to the airstrip.
7. γ̄a·ʔ̄ηlo·d̄r̄ih̄a·b̄r̄ōmp̄l̄a·η
We (excl.) are going to
the airstrip.
8. a) w̄a·ηr̄ōi·l̄āi
b) r̄oi·l̄āi·w̄a·ʔ̄l̄η
I went to the town hall
9. a) bi·ʔ̄ʔ̄η·r̄ōi·l̄āi
r̄oi·l̄āi·bi·ʔ̄ʔ̄η
We (incl. & excl.) went to the
town hall
10. l̄a·ʔ̄t̄ay·l̄ʔ̄
I am leaving now.

Wolfram & Ilse Kreikebaum

Notes on the Culture of the Zapotecos
in Sto Domingo Albarradas

Lessons 1 & 2

I. The questions "Where are you going?" and "Where did you go?" seem to be among the questions asked most commonly by the Zapotecos in this area. People ask us these questions whether they have met us before or not. We suspect that it is part of courtesy to say more than just a greeting when one person meets another one on the street or trail, even if the answer is indefinite like: I am out on an errand.

II. Whistle talk.

In certain situations people abstract the tones from the segments. This may occur when a truck is navigated while it is backing up. Once we heard how the driver was signalled by whistling instead of shouting.

From time to time, when some boys saw our family walking, they shouted,

"alfredo pants'ε lo."*) and then repeated the question by just whistling the tones.

One night after 8 pm. a man who wanted to visit me (Wolfram) called from outside without using any words at all; he just whistled.

*) Alfredo, where are you going?

Ilse Kreikebaum

Zapoteco de Sto. Domingo Albarradas

- p 1

Lesson 3

Part 1: Dialog . Visiting

P = doña Paula M = Margarita (Ilse)

M: štša·na pɔʰhwɫ 'Greetings, doña Paula.'

P: štša·na li·tɫA 'Greetings, doña Margarita.'

M: sidʰgana·lŋlüh 'I came to visit you.'

saxklgaiʰunɣl 'Can I come in?'

P: kuɣu·ʰU 'Come in.'

X M: še·nagsāʰal 'How are you?'

Y P: zāʰakŋzagdže·ʰe 'I am fine.'

M: še·řühünɫl 'What are you doing?'

P: ku dā·dāndú·tkā·ŷeʰedā·biʰuntōʰŋ 'I am nursing my baby.'

M: magudžēyāʰĀ 'It is late'

Y lāʰltaʰyaʰlŋ 'I am going now'

P: yōʰo. 'Good'

Zapoteco de Sto. Domingo Albarradas Lesson 3

Part 2: A. Notes on Grammar

1. The verb: "I ~~came~~^{am coming} to visit you" in singular and plural.

a) singular

sid^əgānā. ĩn lūh
zidgānāan lij

'I ~~came~~^{am coming} to visit you.'

b) plural

z(ɪ)údganāján lij
s'ud^əgānā hĩn lūh

'We ~~came~~^{are coming} to visit you'

2. The verb "I am nursing my baby"

/kudə́ dandú tkayé' da bindoon/

kudə́ dandú tkayé' ɛ́da biʒlndóʔō 'I am nursing my baby'
Cúdḗdan dūd cáyē' da bindoon.

kudə́ ʔədildú tkayé' ɛ́z biʒlndóʔōlyl 'Are you nursing your baby?'
Cúdḗedil dūd cáyē' xi bindool yá?

kudə́ ʔədamandú tkayé' ɛ́z biʒlndóʔōmɿl 'She is nursing her baby'
Cúdḗedámán dūd cáyē' xi bindoomán.

kajdə́ ʔə dandú tká' ɛ́re ʔedu ʃbiʒlndóʔō 'We are nursing our babies.'
Cáidḗedán dūd cáyē' dūx bindoon.

kudə́ ʔətildú tká' ɛ́re ʔez biʒlndóʔōdlyl 'Are you (pl) nursing
your babies?'
Cúdḗedidil dūd cáyē' xi bindoodil yá?

kudə́ ʔədrē'emandú tká' ɛ́rē ʔez biʒlndóʔōrēmɿl 'They are
nursing their babies.'
Cúdḗedrē'mán dūd cáyē' xi bindoorēmán.

Zapoteco de Sto. Domingo Albarradas, Lesson 3

Part 1: Dialog — I. Ilse's Version

P=doña Paula

M=Margarita (=Ilse)

- M: Xchǎ(á)n, ná Pâw. Greetings, doña Paula.
- P: Xchǎ(á)n, ná Lǐd. Greetings, doña Margarita.
- M: Zǐdganǎan lǎj;
ǐzajc gáyu'ún yá? I am coming to visit you;
can I come in?
- P: Guyu. Come in.
- M: ǐXhiě ná)ág za'ál? How are you?
- P: Za'ácán zagdxěé. Fine indeed.
- M: ǐXhiě rájnl? What are you doing?
- P: Cúdědan dǔd cáyé' *da*bindoon. I am nursing my baby.
- M: Má gudxe yan,
la't yayá'n. It is late,
I am going home.
- P: Yc(ó). Alright.

Zapoteco de Sto. Domingo Albarradas, Lesson 3

Part 1: Dialog -- II. Wolfram's Version

A = Alfredo (= Wolfram) W = Wenceslao

- A: Xchǎn, dád Lǎw. Greetings, don Wenceslao.
- W: Xchǎn, dád Alfrêd. Greetings, don Alfredo.
- A: Zídganǎan lǎj;
¿zajc gáyu'ún yá? I am coming to visit you;
can I come in?
- W: Guyu. Come in.
- A: ¿Xhiě nǎg za'ál? How are you?
- W: Za'ácán zagdxěe. Fine indeed.
- A: ¿Xhiě cáyíjnl? What are you doing?
- W: Cáyínán dubaan. I am making a "capal" (=carrying rope).
- A: Má gudxe yan,
la't yáyá'n. It is late,
I am going home.
- W: Yo, dád Alfrédô. Alright, don Alfredo.

Zapoteco de Sto. Domingo Albarradas, Lesson 3

Part 2: A. Notes on Grammar

recurrent,

1. The verb 'visit' in the progressive aspect, motion towards, first person, singular and non-singular (exclusive)

a) sg.: zídganāan 'I am coming to visit'

b) non-sg.: z(i)údganaján⁺) 'we (excl) are coming to visit'

2. Paradigm of the clause 'nurse (progr.aspect) ... baby/babies'

Cúdēdan dūd cáyé' da bi(i)ndoon⁺⁺). 'I am nursing my baby.'

PROGR-give-1sg breastmilk PROGR-drink POSS1sg girl-diminutive-1sg, (women's talk: child-

¿Cúdēdīl dūd cáyé' xi bi(i)ndool yá? 'Are you (sg) nursing your baby?'
 PROG-give-2sg breastm. PROG-drink POSS2/3 girl-dim-2sg QUESTIONyes/no

Cúdēd(a)mán^{***} dūd cáyé' xi bi(i)ndoomán. 'She (resp) is nursing her baby.'

Cáidēdán dūd cáyé' dux bi(i)ndoón. 'We (excl) are nursing our babies.'
 PROGR-give-1excl breastm. PROG-drink POSS1non-sg girl-dim-1excl

¿Cúdēdidí dūd cáyé' xi bi(i)ndoodí yá? 'Are you (pl) nursing your babies?'

Cúdēdreémán dūd cáyé' xi bi(i)ndooreémán. 'They (resp) are nursing their babies'

⁺) Some speakers say ziúd-, others zúd-.

⁺⁺) Some speakers say biindoo, a good number of others bindoo for 'little girl'
^{***}) The vowel in parentheses is a in the pronunciation of most of the younger speakers, something like i in the pronunciation of older speakers. One younger speaker said that it was a, and he pronounced it accordingly in slow, careful speech. In fast speech, however, he pronounced it the alternative way. It is nothing more than a "fill vowel" between morpheme boundary consonants and may not have to be written at all. (One older language helper consistently tells us that no vowel is to be written in this spot.)

Zapoteco de Sto. Domingo Albarradas Lesson 3

Part 2: B. Notes on Phonology: Contextual Variation of nasal

1 The Verb ^{phrase} $s_{\frac{z}{z}}ia \cdot lān \ zid^{ə}gāna \cdot ?ān$ 'I came to see'
 terminates with an -m followed by bilabials in fast speech

Examples: $zid^{ə}gāna \cdot ?āmbin dōōgī$ 'I am visiting this baby'

$sīd^{ə}gāna \cdot ?āmpo \ vWA$ 'I am visiting Paula'

- n followed by alveolars

Examples: $sīd^{ə}gāna \cdot ?āndū \cdot ?ü$ 'I am visiting Antonio'

$sīd^{ə}gāna \cdot ?āndadlāu$ 'I am visiting don Wenceslau'

$sīd^{ə}gāna \cdot ?ānli \cdot ?$ 'I am visiting María'

$sīd^{ə}gāna \cdot ?ānlūh$ 'I am visiting you'

- ŋ followed by velars

Examples: $sīd^{ə}gāna \cdot ?āngulās$ 'I am visiting Nikolaša'

$sīd^{ə}gāna \cdot ?āngatʰ$ 'I am visiting Katalina'

2 The title 'dat' 'don' changes to 'dan' followed by a d

Example: $sīd^{ə}gāna \cdot ?āndan dū \cdot ?ü$ 'I am visiting don Antonio'

Zapoteco de Sto. Domingo Albarradas Lesson 3

Part 3: Drills

Frame drill with the expression 'I came to visit'

- sid^ogana. hñlüh 'I came to visit you'
- zid^ogana. hñmbindōōgī 'I came to visit this baby'
- sid^ogana. hñšbenḡunaʔāli 'I came to visit your wife'
- zid^ogana. hñāñzi iñll 'I came to visit your child'
- sid^ogana. hñmpo^uWL 'I came to visit Paula'

Frame drill with the expression 'We came to visit'

- s'ud^ogana hñlüh 'We came to visit you'
- s'ud^ogana hñmbiñin to'ōgī 'We came to visit this baby'
- s'ud^ogana hñšbenḡunaʔāli 'We came to visit your wife'
- s'ud^ogana hññšl iñll 'We came to visit your child'
- s'ud^ogana hñmpo^uWL 'We came to visit Paula'

Zapoteco de Sto. Domingo Albarradas, Lesson 3

Part 3: Drills

A. Frame drill with the expression 'I am coming to visit'.

1. Zídganǎ(ǎn) lǎj. I am coming to visit you (sg).
2. Zídganǎ(ǎn) xíndoo guin. I am coming to visit the boy (men's talk)
3. Zídganǎ(ǎn) bindoo guin. { I am coming to visit the girl (men's talk)
I am coming to visit the child (women's talk).
4. Zídganǎ(ǎn) x(i) bén gunáal. I am coming to visit your wife.
5. Zídganǎ(ǎn) x(i) bén guiaawł. I am coming to visit your husband.
6. Zídganǎ(ǎn) xi'nł. I am coming to visit your son/daughter.
7. Zídganǎ(ǎn) Pâw. I am coming to visit Paula.
8. Zídganǎ(ǎn) Huáj. I am coming to visit Juan.

B. Frame drill with the expression 'We (excl) are coming to visit'.

1. Zúđganaján lǎj. We are coming to visit you (sg).
2. Zúđganaján xíndoo guin. We are coming to visit the boy (men's talk)
3. Zúđganaján bindoo guin. We are coming to visit the girl (men's talk)
" " " to " " child
(women's talk).
4. Zúđganaján x(i) bén gunáal. We are coming to visit your wife.
5. Zúđganaján x(i) bén guiaawł. We are coming to visit your husband.
6. Zúđganaján xi'nł. We are coming to visit your son/daughter.
7. Zúđganaján Pâw. We are coming to visit Paula.
8. Zúđganaján Huáj. We are coming to visit Juan.

NB Certain speakers say ziúđganaján rather than zúđganaján.

Ilse Kreikebaum

Zapoteco de Sto. Domingo Albarradas Lesson 3

76

Part 5: Cultural Observations

1. The greeting $[\text{štš}^{\bar{a}} \cdot \text{ʔã}^{\bar{ã}}]$ is used all day long.

There are no different greetings for different times of the day.

2. Breastmilk is called $[\text{tú}^{\bar{u}} \cdot \text{t}^{\bar{u}}]$ while milk is referred to as $[\text{lehts}^{\bar{v}}]$. All the babies are

nursed, but if the mother has died or does

not have enough breastmilk, powdered

milk is used.

Zapoteco de Sto. Domingo Albarradas Lesson 3

Part 4: Useful Isolated Phrases

sí d'ə gā n'á . ǎ

'I came to visit'

s'ud'ə gā n'á 'h ǎ

'We came to visit'

sax k'ai 'u n'ya

'Can I come in?'

kuyu . 'u

'Come in'

še . nagsā 'al

'How are you?'

zā 'akanzāgdže . 'e

'I am fine'

še ř ü h ü n l l

'What are you doing?'

k u . d ä . d a n d u . t ' h k a ' y ε ' e d ä . t i ' z ü n d o ' o ' 'I am nursing my baby

mā g u d ž e y ā ' ? ǎ

'It is late'

l a ' t a ' y a ' ǎ h

'I am going now'

y o ' o

'Good'

Zapoteco de Sto. Domingo Albarradas Lesson 3

Part 2: A. Notes on Grammar

1. The verb: "I came to visit you" in singular and plural.

a) singular

s̄idəgānā.ānlūh

'I came to visit you.'

b) plural

s̄idəgānā'hānlūh

'We came to visit you.'

2. The verb "I am nursing my baby"

kudā'dāndū.tkā'yē?

ntō'ōḡ 'I am nursing my baby'

ku'dä'ä'dīl'dū.tkā'yē?

intō'ōl'ya 'Are you nursing your baby?'

kudā'āman'dū.tkā'yē'ēž'ndō'ōman 'She is nursing her baby.

kaidā'ādandū.tkā'yē'ē' dū.šb'intō'ōḡ 'We are nursing our babies.'

kudā'ādīdū.tkā'yē'ēž' dō'ō'iyā 'Are you (pl) nursing your babies?'

kudā'ād man'utkā'yē'ēš'intō'ōreman 'They are nursing their babies'

Zapoteco de Sto. Domingo Albarradas, Lesson 4

Part 1: Dialog (A Visitor)

Imagined situation: While we are eating breakfast, a visitor is coming in (don Wenceslao to talk to Wolfram / Paula to talk to Ilse).

W = don Wenceslao A = Alfredo(=Wolfram) F = Paula M = doña Margarita(=Ilse)

Basis of the data: dialog written out by don Wenceslao in the orthography he had learned from A.Yates.

A. Version for Wolfram

- | | | |
|---|---|--|
| 1 | W: Xchăn, Alfrédô.
A: Xchăn, dád Lávô. | Greetings, Alfredo.
Greetings, don Wenceslao. |
| 2 | W: ¿Chũ lâ x búngunáal?
A: Líd lámán. | What is your wife's name?
Her (respect) name is Margarita. |
| 3 | W: ¿Chũ lâ x bindool?
A: Cristín lám. | What is your child's (daughter's) name
Her name is Christina. |
| 4 | W: ¿Xhiě cáyíjndí?
A: Căidáawán rsiil. | What are you (pl) doing?
We are eating breakfast. |
| 5 | W: ¿Xhiě cáyaw dí? / ¿Xhiě raw dí?
A: Căidáawán guia(j)t-xtîl con dxijt. | What are you(pl) eating? / What do you(pl) eat?
We are eating bread with egg. |
| 6 | W: ¿Xhiě raw Cristín?
A: Guia(j)t-xtîl rawm con dxijt. | What does Christina eat?
She eats bread with egg. |
| 7 | W: Gandóo huadxé yádxajág, Alfrédô.
A: Yo, dád Lávô. | See you later in the afternoon, Alfredo.
Alright, don Wenceslao. |

Zapoteco de Sto. Domingo Albarradas, Lesson 4
Part 1, contin.

B. Version for Ilse

- P: Xchǎn, ná Lǐd. Greetings, doña Margarita.
M: Xchǎn, Pâw. Greetings, Paula.
P: ¿Chǔ lâ xbénguiaaw l? What is your husband's name?
M: Alfréd lâmán. His name is Alfredo.
P: ¿Chǔ lâ x(i)-bi(i)ndool? What is your child's name?
M: Cristîn lâm. Her name is Christina.
P: ¿Xhiě cáyǎjndí? What are you (pl) doing?
M: Cǎidáawán r(i)sill. We are eating breakfast.
P: ¿Xhiě cáyaw dí? What are you (pl) eating?
M: Cǎidáawán guia(j)t-xtîl con dxijt. We are eating bread with egg.
P: ¿Xhiě cáyaw Cristîn? What is Christina eating?
M: Guia(j)t-xtîl cáyawm con dxijt. She is eating bread with egg.
P: Gandóo huadxe yádxajág, ná Lǐdan. See you later in the afternoon,
doña Margarita.
M: Yo, Pâwan. Alright, Paula.

Zapoteco de Sto. Domingo Albarradas
Lesson 4

- p. 1

Part I: Dialog : A Visitor

Pretended situation: While we are eating breakfast, a visitor is coming in (don Wenceslao to talk to Wolfram / Paula to talk to Ilse).

W = don Wenceslao

P = Paula

A = Alfredo (Wolfram)

M = doña Margarita (Ilse)

Basis of the data: Dialog written out by don Wenceslao in the orthography he had learned from A. Yates

A. Version for Wolfram:

W: št̥sa·nalfredo.

Greetings, Alfredo.

A: št̥sa·ndatlawo.

Greetings, don Wenceslao.

W: t̥su·la·z̥ibengunaāl

What is your wife's name?

A: li·t̥la·m̃(y)

Her name is Margarita (Respect-form).

W: t̥su·la·z̥(i)bindo?ol

What is your child's (daughter's) name.

A: k̥risti·n·lam

Her name is Christina.

W: še·kayühündi

What are you (pl.) doing?

A: kaida(?)owāš·si(?)i:l * <Cāidāwān
rsiil.>

We are eating breakfast.

W: še·kayaudi / še·raudi

What are you eating?/What do you eat?

A: kaida?owāngiahtšt̥i·lkondzixtl We are eating bread with egg.

Part 1 contin.

- W: še·rōvkr̄stī.[?] What does Christina eat?
- A: g'ah̄tstī·l̄rōv̄mk̄ndžix̄tl She eats bread with egg.
- W: k̄andofōw̄ndž̄eiēdž̄ōhag["]alfredo. See you this afternoon, Alfredo
- A: yo·dat̄lawo. Alright, don Wenceslao.

B. Version for Ilse:

- P: st̄sa·n·ali·t̄l Greetings, doña Margarita.
- M: st̄sa·n·pa^v Greetings, Paula.
- P: t̄su·la·ž̄š̄b̄engia[?]ōv̄l What is your husband's name?
- M: [?]alf̄re·t̄la·m̄x His name is Alfredo.
- P: t̄su·la·ž̄š̄bīindōʔol / t̄su·la·ž̄š̄b̄indo[?]ōt̄ What is your child's name?
(dictated) (transcribed from tape)
- M: kr̄stī·n·la·m Her name is Christina.
- P: še·kaȳv̄h̄ēndi What are you (pl.) doing?
- M: k̄aidafōw̄n̄j̄sīʔit̄l We are eating breakfast.
- P: še·kaya^vw̄idi What are you eating?
- M: k̄aida[?]ōw̄ng'ah̄tstī·l̄k̄ont̄š̄ix̄tl We are eating bread with eggs.

Part 1 contin.

P: še·kayovkristiv.ʔĩ

What is Christina eating?

M: gʷahtsti.lkayaumkondžixtl

She is eating bread with eggs.

P: kandoʔowadže.(ʔE)ya^edžahagnali.dž

See you this afternoon,
doña Margarita.

M: yo·paʷwā

Alright, Paula.

Part 2: A. Notes on Grammar

The verb 'to eat' in the progressive aspect

$\bar{k}a\bar{y}\bar{a}\bar{w}\bar{l}\eta$	$c\acute{a}y\check{a}w\acute{a}n$	I am eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{l}$	$c\acute{a}y\bar{a}w\bar{l}$	you (sg) are eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{s}$	$c\acute{a}y\bar{a}w\bar{x}$	he (boy or young man) is eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{m}$	$c\acute{a}y\bar{a}w\bar{m}$	she (girl or young woman) is eating
$\bar{k}a\bar{y}\bar{a}\bar{w}\bar{a}m\bar{l}\eta$	$c\acute{a}y\bar{a}w\bar{m}\acute{e}n$	he/she (adult) is eating (respectform)
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{r}$	$c\acute{a}y\bar{a}w\bar{b}$	it (animal) is eating
$\bar{k}a\bar{i}\bar{d}\bar{a}\bar{s}\bar{o}\bar{w}\bar{l}\eta$	$c\check{a}i\bar{d}\bar{a}\bar{a}w\bar{a}n$	we (excl.) are eating
$\bar{k}a\bar{i}\bar{d}\bar{a}\bar{s}\bar{o}\bar{r}\bar{e}$	$c\check{a}i\bar{d}\bar{a}\bar{a}w\bar{r}\bar{e}\acute{e}$	we (incl.) are eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{w}\bar{i}\bar{d}\bar{u}$	$c\acute{a}y\bar{a}w\bar{d}\bar{i}$	you (pl.) are eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{r}\bar{e}\bar{s}$	$c\acute{a}y\bar{a}w\bar{r}\bar{e}\bar{x}$	they (boys or young men) are eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{r}\bar{e}\bar{m}$	$c\acute{a}y\bar{a}w\bar{r}\bar{e}\bar{m}$	they (girls or young women) are eating
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{r}\bar{e}m\bar{l}\eta$	$c\acute{a}y\bar{a}w\bar{r}\bar{e}\bar{m}\acute{a}n$	they (adults) are eating (respectform)
$\bar{k}a\bar{y}\bar{a}\bar{u}\bar{r}\bar{e}\bar{b}$	$c\acute{a}y\bar{a}w\bar{r}\bar{e}\bar{e}\bar{b}$	they (animals) are eating

Part 2 A contin.

Some completive forms of this verb:

kūdá·wā̄ ∞ gūdá·wā̄ gudáwán I ate

kūdaṽl gudawl you (sg.) ate
 §

bādaṽōwā̄ badáawán we (excl.) ate
 §

bādaṽōře badáawreé we (incl.) ate
 §

kūdaṽdū gudawdí you (pl.) ate
 §

At certain points in the dialog, the more general form (in technical terminology usually referred to as "habitual") is possible. It occurs in the following utterances, whereby it can still have a progressive meaning:

še·řoukrístī̄ ¿Xhiě raw Cristín? What is Christina eating?

g'āhtšti·lřoum·kōndžixtl She (girl) is eating bread with egg
 Guiajt-xtīl rawm con dxijt.

še·řoudu What are you (pl.) eating?
 ¿Xhiě rawdí?

There is a certain flexibility of word order. Examples already occurred in Lesson 2, Part 4, nos. 889. A further example is the answer to the question

Zapoteco de Sto. Domingo Albarradas Lesson 4

Part 2 A contin.

¿Xhiě raw Cristin?
še.řvurkristi.

What is Christina eating?

In the answer, at least four different word orders can be used

1. { Rawm guiajt-xtil con dxijt.
rɔvumgʷahtšti.lkōndžix̄tl }
2. { Guiajt-xtil rawm con dxijt.
gʷahtšti.lřvurm̄kōndžix̄tl
(as in Part 1A) }
3. { gʷahtšti.lkōndžix̄tlřvurm̄
Guiajt-xtil con dxijt rawm. }
4. { rɔvum̄ džix̄tlkōhgʷahtšti.l
Rawm dxijt con guiajt-xtil. }

She (girl) is eating
bread with eggs.

She (girl) is eating eggs
with bread

Zapoteco de Sto. Domingo Albarradas Lesson 4

-p7

Part 2 B: Notes on Phonology: Variants of nasals

The sequence *vocoid + nasal* alternates with the corresponding *nasalized vocoid*. No rule could be pinned down yet. Both, conditioning by the environment and fluctuation seem to occur in the idiolects that we have been studying more closely.

Example for fluctuation:

<p>kṝst̄i·n̄l̄a·m</p>	<p>(don Wenceslao's pronunciation in Part 1A)</p>	}	<p>Her name is Christina</p>
<p>kṝst̄īn̄l̄a·m</p>	<p>(María's pronunciation in Part 1B)</p>		

Example for conditioning by the environment:

<p>b̄a d̄a ʔōw̄(ŋ)ḡyāht̄ ʔ</p>	}	<p>We ate tortillas</p>
<p>ḡyāht̄ ʔ b̄a d̄a ʔōw̄(ŋ)</p>		

In this case, *vocoid + nasal* occur utterance medially (preceding a stop), while the *nasalized vocoid* occurs utterance finally. (The modified part is circled each time)

There seems to be a partial overlap between nasals.

/ŋ/ has three allophones: [ŋ, n, m]

Part 2B: Notes on Phonology

[m] precedes certain bilabial consonants, especially stops

[n] precedes certain dental or alveolar consonants, especially stops; within words it occurs intervocally, whereby voiceless vocoids are included in the rule.

[ŋ] precedes certain velar consonants, especially stops; it occurs utterance finally and often word finally, especially in slow speech.

The variants [m & n] may, however, not appear in dictation speed.

The following examples are taken from utterances in normal speed.

štša. (m)pa^vwl

Greetings, Paula (from Part 1B)

štša. (n)daɬlawo.

Greetings, don Wenceslao (from Part 1A)

štša. (ŋ)kr̄l̄st̄īʔ̄ĩ

Greetings, Christina

A number of other examples occur in Lesson 2 Part 3, Drill no. III
(the verb 'to go')

In contrast, the nasal /m/, which is characteristic for verbs in the 3rd person, non-respect form, feminine (at least in the progressive and completive aspects), has no variants (m/ is circled).

Zapoteco de Sto. Domingo Albarradas

Lesson 4

Part 2.B: Notes on Phonology contin.

Example: a) g^ˈah^ˈtš^ˈti·lk^ˈondž^ˈixtl^ˈř^ˈov^ˈ(m)

b) g^ˈah^ˈtš^ˈti·ř^ˈov^ˈ(m)k^ˈondž^ˈixtl
(from Part 1A)

c) ř^ˈov^ˈ(m)g^ˈah^ˈtš^ˈti·lk^ˈondž^ˈixtl

d) ř^ˈov^ˈ(m)dž^ˈixtlk^ˈong^ˈah^ˈtš^ˈti·l

She (girl)

is eating bread
with eggs.

She (girl) is eating
eggs with bread

Zapoteco de Sto Domingo Albarradas Lesson 4

-p10

Part 2C: Morphological Differences between Men's and Women's Talk
(and a clarifying addition to Lesson 2, Part 1 and to Lesson 1. Part 2C, concerning the "shouting forms")

1. Endings used with names

In the "shouting style", men use the ending [-ō̃].

Example: (end of Lesson 2, Part 1, Alfredo-Wolfram speaking):

A (EM): yō·datlawō̃. Alright, don Wenceslao

Women, however, use [-ā̃].

Examples:

a) an addition to be made to the end of Lesson 2, Part 1, giving the form to be used when Margarita (Ilse) is speaking:

M(EA): yō·datlá-wā̃ Alright, don Wenceslao.

b) end of Lesson 4, Part 1B

M: yō·pā̃wā̃ Alright, Paula.

2. Two different forms for "alright" when no name is used (taught to us by María, Ilse's maid).

Man: yōyō.	}	Alright. (Reply to the leavetaking of somebody else)
Woman: yōyō̃.		

Zapoteco de Sta. Domingo Albarradas Lesson 4

-p 11

Part 2.D: Correction of Lesson 1, Part 2.B no. 4

According to don Wenceslao, there are two different words, both meaning "see you (later)".

a) $y\underset{e}{\varepsilon}d\check{z}\bar{o}\bar{a}ka$

- b) $y\check{e}d\check{z}\bar{a}h\bar{a}kah$

In Lesson 1, Part 1.A, don Wenceslao probably used the first and Alfredo the second word, but pronouncing [x] instead of [h]:

W: $y\check{e}d\check{z}\bar{a}\bar{a}ka$ (?) $\bar{a}lfredo$

See you later, Alfredo.

A: $y\check{e}d\check{z}\bar{a}xka$ x $\bar{t}\bar{a}tlawo$

See you later, don Wenceslao.

Accordingly, our comment in Lesson 1, Part 2.B, no. 4, needs to be revised: It is primarily the choice between [h] and [x], not so much the use or omission of [x], that is subject to variation.

Zapoteco de Sto. Domingo Albarradas Lesson 4

-p12

Part 3: Drills

I Build-up Drills

A We are eating breakfast

kaidao wĩřsi.l

We are eating breakfast

řsi.l

breakfast

kaidao wĩřsi.l

We are eating breakfast

B She (girl) is eating bread with eggs / eats bread with eggs

gʸahtšti.lřvumkōndžix̄tl

She (girl) is eating bread with
eggs

džix̄tl

egg

kōndžix̄tl

with egg

gʸahtšti.lřvumkōndžix̄tl

She (girl) is eating bread with
eggs

C We are eating bread with eggs.

kaidao wĩřgʸahtšti.lkōndžix̄tl

We are eating bread with eggs

džix̄tl

eggs (egg)

kōndžix̄tl

with eggs

Part 3 contin.

g^hyaht š^ti. l k^ondžⁱx^tl bread with eggs

káidaow^hg^hyaht š^ti. l k^ondžⁱx^tl We are eating bread with eggs

D 1. See you in the afternoon, Alfredo.

k^ando. wadž^e ədž^ahag^alf^redo. See you in the afternoon, Alfredo

ʔ^alf^redo. Alfredo

γ^adž^ahag^alf^redo. See you, Alfredo

k^ando wadž^e ədž^ahag^alf^redo. See you in the afternoon, Alfredo.

D 2. See you in the afternoon, doña Margarita.

k^ando(?)^o wadž^e. (ʔ^E) γ^e/_a dž^ahagna^li. d^h See you this afternoon,
doña Margarita.

na^li. d^h doña Margarita

γ^e/_a dž^ahagna^li. d^h See you, doña Margarita

k^ando(?)^o wadž^e. (ʔ^E) γ^e/_a dž^ahag[.]na^li. d^h

See you this afternoon,
doña Margarita.

Zapoteco de Sto. Domingo Albarradas, Lesson 4; Page 3 cont.: II. The Verb 'eat' (progressive aspect)
Question & Answer Drills

Symbols: () optional part, { } interchangeability of 2 forms (the word order in the question does not condition the word order in the answer)

Are you eating...? **SINGULAR**
(Yes,) I am eating...

Are you eating...? **NON-SINGULAR**
(Yes,) we(excl)are eating...

1. $\left\{ \begin{array}{l} \text{¿Cáyawl guiajt yá?} \\ \text{¿Guiajt cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán guiajt.} \\ \text{(Ǻn',)guiajt cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí guiajt yá?} \\ \text{¿Guiajt cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán guiajt.} \\ \text{(Ǻn',)guiajt cáidáawán.} \end{array} \right\} \dots \text{tortillas}$
2. $\left\{ \begin{array}{l} \text{¿Cáyawl bizaa yá?} \\ \text{¿Bizaa cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán bizaa.} \\ \text{(Ǻn',)bizaa cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí bizaa yá?} \\ \text{¿Bizaa cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán bizaa.} \\ \text{(Ǻn',)bizaa cáidáawán.} \end{array} \right\} \dots \text{beans}$
3. $\left\{ \begin{array}{l} \text{¿Cáyawl guia(j)t-xtîl yá?} \\ \text{¿Guia(j)t-xtîl cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán guia(j)t-xtîl.} \\ \text{(Ǻn',)guia(j)t-xtîl cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí guia(j)t-xtîl yá?} \\ \text{¿Guia(j)t-xtîl cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán guia(j)t-xtîl.} \\ \text{(Ǻn',)guia(j)t-xtîl cáidáawán.} \end{array} \right\} \dots \text{bread}$
4. $\left\{ \begin{array}{l} \text{¿Cáyawl bëél yá?} \\ \text{¿Bëél cáyawl yá?} \\ \text{¿Bëelí cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán bëelí.} \\ \text{(Ǻn',)bëél cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí bëél yá?} \\ \text{¿Bëél cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán bëelí.} \\ \text{(Ǻn',)bëél cáidáawán.} \end{array} \right\} \dots \text{meat}$
5. $\left\{ \begin{array}{l} \text{¿Cáyawl r(i)siil yá?} \\ \text{¿R(i)siil cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán r(i)siil.} \\ \text{(Ǻn',)r(i)siil cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí r(i)siil yá?} \\ \text{¿R(i)siil cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán r(i)siil.} \\ \text{(Ǻn',)r(i)siil cáidáawán.} \end{array} \right\} \dots \text{breakfast}$
6. $\left\{ \begin{array}{l} \text{¿Cáyawl xche yá?} \\ \text{¿Xche cáyawl yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáyáwán xche.} \\ \text{(Ǻn',)xche cáyáwán.} \end{array} \right\} \left\{ \begin{array}{l} \text{¿Cáyawdí xche yá?} \\ \text{¿Xche cáyawdí yá?} \end{array} \right\} \left\{ \begin{array}{l} \text{Ǻn', cáidáawán xche.} \\ \text{(Ǻn',)xche cáidáawán.} \end{array} \right\} \dots \text{supper}$

symposium, 1960, 1961
Since this lesson was finalized

Ar

1. { kaya^uwi
g^hah^tkc

2. { kaya^uwi
bi^za^ʔal

3. { kaya^uwi
g^hah^tst

4. { kaya^uwi
ba^ʔæ^l
ba^ʔæ^l

5. { kaya^uwi
f^osiilkc

6. { kaya^uwit
stse.kayc

Zapoteco de Sta. Domingo Albarradas Lesson 4

-p 16

Part 5: Cultural Observations

The phrase *tʃu.la.lʃl* 'What is your name?' is used for all categories of persons regardless of age. We were often asked this question. But children often asked first 'What is the name of your baby?' instead of asking immediately for our names.

Zapoteco de Sto. Domingo Albarradas, Lesson 5

Part 1: Dialog — I. Ilse's text

Theme: Women talking about their children on the street

M = Margarita (Ilse)

P = doña Paula

- M: Xchǎán[†])ná Pâw. Greetings, doña Paula.
- F: Xchǎán[†])ná Lîd. Greetings, doña Margarita.
- M: ¿Bǎn chině xi bindool? Where are you (sg) going with your girl (women's talk: child)?
- F: Mandâd chině'én laam. I am going on an errand with her (women's talk: her/him).
- M: Ân bájy. Good.
¿Chǔ lâ xi bindool? What is your child's name?
- F: Lújp lâm. Her name is Lupe.
- M: Ân. Dâd⁺⁺) guró' xi bindool. I see. Your child is fat.
¿Má rawm yá? Does she already eat?
- F: Ân', má rawm. Yes, she already eats.
Laadx xi bindool, ¿chǔ lâm? Now, what is your child's name?
- M: Cristîn lâm. Her name is Christina.
Rěn Cristîn guídxéem con bǎy⁺⁺⁺) Christina likes to be carried (on the back) in a rebozo.
- F: ¿Rēm guídxéem yá? She likes to be carried on the back
Ně'quí Lújp rēm guídíichim con bǎy⁺⁺). Lupe likes to be carried in front/
in the arms in a rebozo.
- M: ¿Rēm guídíichim yá? She likes to be carried in your arms?
- F: Ân. / Ân'.⁺⁺⁺⁺) Kind of. / Yes.⁺⁺⁺⁺)
- M: La't yayá'n. I am going home now.
- F: Aán. Alright.

[†]) Certain other speakers, especially grown up men, say xchǎn. This shorter form also appears in fluent speech of some of those who in slow, distinct speech would say xchǎán.

⁺⁺) Certain older speakers insist that huéndâd is the correct form.

⁺⁺⁺) This word may combine with the loan from Spanish to form bǎy-rabójs.

⁺⁺⁺⁺) The speaker with whom we revised this text fluctuated between these two answers.

Part 1 : Dialog — II. Wolfram's text

Discussion between A (Alfredo = Wolfram) and W (his language helper)
which text to choose for a booklet

- A: 1. Yacáa cuént guie,
yaguiéenán líbrdoo. We (dual) write this story,
we make a booklet of it.
2. ¿Rēn ré bején } góolrémán yá?
 { Rēnrémán } Will the people want to read it?
- W: 3. Ád ragbéetan. I don't know.
- A: 4. ¿Laadx bál yacáa ni guie? And when we write this one?
5. ¿Rēnl yá yaguiéenán líbrdoo? Shall we (dual) make a booklet of it
- W: 6. Án', rēnan. Yes, I would like us to do it.
- A: 7. Yaguié'ch loj Lid We will tell Margarita (=Ilse)
 dín guiúúm dibúj quiâ lojón. so she will draw the pictures.
8. Guiúnánán tijb lecciôn I will make it (=this conversation)
 dín gusídan xtiidxidí. into a lesson so that I learn your (p
 language.

Lesson 5

Theme: Women talking about their children on the street.

M = Margarita P = doña Paula

M: štša.napaɽwɫ
Xchǎán ná Páw.

Greetings, doña Paula

P: štša.nali.tl
Xchǎán ná Líd.

Greetings, doña Margarita.

M: pa.ntšínæ.š'əbī.ntoōll
¿Bǎn chiné xi bindool?

Where are you going with your baby?

P: mǎnda.tltsi.næ'æ.lāzaml
Mǎdád chiné'én laam.

I am going on an errand with her/him

M: am.bahax

Good.

ǎn báijy.
tšú.lá.š'əbī.ntoōll
¿Chǔ lá xi bindool?

What is the name of your baby?

P: luhpla.m
Lújp lám.

Her name is Lupe

M: ah.tatkuro'os'əbī.ntoōll
ǎn. Dád guró' xi bindool.
maɽoumi'ah

I see. Your baby is fat.

She is already eating, right?

¿Má rawim yá?
P: ō'ā maɽauw'MI
ǎn', má rawim.

Yes, she is already eating.

la'atš.bī.ntoōll tšú.lá.m
Laadx xi bindool, ¿chǔ lám?

Now, what is your baby's name?

M: křisti.nlá.m

Her name is Christina.

Cristin lám.

M: řænkřusti.kitsæ'æm kōmbalx
Rēn Crīstīn quídxeém con

Christy likes to be carried
bāy. ~~rebozo~~
on the back with a rebozo.

P: řæmkitsæ'æmYE

She likes to be carried
on the back?

¿Rēm quídxeém yá?
næ'ækeluhpl řæmkīti'itšīm
Nēquí Lújp rēm quídīichim
kōmbalx con bāy.

Lupe also likes to
be carried with the
rebozo (in front)

M: řæmkīti'itšīmYE
¿Rēm quídīichim yá?
P: 'ā. (Ān) Ān'.

She likes to be carried
in your arms?
(Kind of.) Yes.

M: lā'Atāyā'ā La't yayú'n. I am going now.

P: 'ā'ā Aán. Yes.

Part 2

1. Notes on Grammar

In Dialogs, the common stimulus-response sequence is a statement followed by repetition of the statement in question form, often shortened.

Example:

M: ʔæŋkʁ̄l̄st̄i·k̄it̄š̄ε̄ ʔ̄ε̄ m̄ k̄ō·m̄baʁ̄χ̄ Christy likes to be carried
on the back with a rebozo

P: ʔ̄ǣ m̄k̄it̄š̄ε̄ ʔ̄ε̄ m̄ ʔ̄ē She likes to be carried
on the back?

Part 2

2. Notes on Phonology : Lenis & Fortis

We suppose that in Zapoteco de Sto. Domingo Albarradas voicing and voicelessness do not contrast, but lenis and fortis articulation do.

Examples:

The lenis bilabial consonant can be voiced or voiceless, while the fortis one is always voiceless.

a) t̄š̄u·l̄a·š̄^h̄(̄b̄)̄i·n̄t̄ōō̄ll̄ What is your baby's name?

k̄a·ȳō^h̄š̄^h̄(̄b̄)̄i·n̄t̄ōō̄ll̄ Your baby is crying

š̄^ȳǣ(̄p̄)^h José

š̄^ȳǣ(̄b̄)̄ō. José!

b) č̄ēh̄(̄p̄)^h Josefina

č̄ēh̄(̄p̄)̄āŋ Josefina!

Zapoteco de Sto. Domingo Albarradas, Lesson 5
Part 3: Drills - I. Grammatical Drills

A. Question & Answer Drill

- | | |
|--|--|
| 1a) ¿Náay'ějs xi xíndool/bindool ⁺ yá? | Is your boy / girl(women's talk: child sleeping)? |
| b) Ān', náay'ějsix/náay'ějsim ⁺ . | Yes, he / she(he/she) is sleeping. |
| c) A'án, ád náay'ějstix/ád náay'ějstim ⁺), }
láax/láam/cáguíjt. | No, he /she(he/she) is not sleeping,
he / she(he/she) is playing. |
| 2a) ¿Cáguíjt xi xíndool/bindool yá? | Is your boy / girl(child) playing? |
| b) Ān', cáguíjtix/-im. | Yes, he / she is playing. |
| c) A'án, ád cáguíjttix/-im, léax/-m cáyaw. | No, he/she is not playing,
he/she is eating. |
| 3a) ¿Cáyaw xi xíndool/bindool yá? | Is your boy /girl(child) eating? |
| b) Ān', cáyawx / -m. | Yes, he/she is eating. |
| c) A'án, ád cáyawtix/-im, léax/-m zizáá. | No, he/she is not eating,
he/she is out for a walk. |
| 4a) ¿Zizáá xi xíndool/bindool yá? | Is your boy/girl(child) out for a walk? |
| b) Ān', zizáx/-m. | Yes, he/she is out for a walk. |
| c) A'án, ád zizáttix/-im, léax/-m cáguíjt. | No, he/she is not out for a walk,
he/she is playing. |

B. Stimulus-Response Sequence Drill — See next page for corrections and revision

Stimulus

Response

- | | |
|---|--|
| 1. Rën Bêd/Lújp guídxéén ⁺)/-m ⁺⁺) con băy. Pedro/Lupe likes to be carried on the back in the rebozo. | ¿Rënx ⁺)/Rëm ⁺⁺) guídxéén ⁺)/-m ⁺⁺) yá? He/she likes to be carried on the back?
Ān', rënx guídxéénx./Ān', rëm guídxéém. |
| 2. Rën Bêd/Lújp guídíidixix/-im con băy. Pedro/Lupe likes to be carried in the arms in the rebozo. | ¿Rënx/Rëm guídíidixix/-im yá? He/she likes to be carried in the arms? |
| 3. Rën Lújp quíibim lajd. Lupe likes to wash clothes. | ¿Rëm quíibim lajd yá? She likes to wash clothes? |
| 4. Rën Bêd/Lújp quítix/-im nijs. Pedro / Lupe likes to play with water. | ¿Rënx/Rëm quítix/-im nijs yá? He/she likes to play with water? |
| 5. Rën Bêd/Lújp quítix/-im yuj. Pedro/Lupe likes to play with dirt. | ¿Rënx/Rëm quítix/-im yuj yá? He/she likes to play with dirt? |
| 6. Rën Lújp gutá'm guiajt. Lupe likes to make (lit.:throw) tortillas. | ¿Rëm gutá'm guiajt yá? She likes to make tortillas? |
| 7. Rën Lújp quáim guial raw. Lupe likes to cook/bake (food). | ¿Rëm quáim guial raw yá. She likes to cook/bake (food)? |

⁺) men's talk only (referring to a male person)

⁺⁺) both; men's talk (referring to a female person) or women's talk (referring to either a male or a female person)

Zapoteco de Sto. Domingo Albarradas, Lesson 5
 Part 3: Drills - I. Grammatical Drills
 B. Stimulus-Response Sequence Drill

STATEMENT

QUESTION

ANSWER

<p>1a) Rën Bêd {guidxeénx} con báy. b) Rën Lújp {guidxeém} con báy. Pedro/Lupe likes to be carried on the back in the rebozo.</p>	<p>{¿Rën x guidxeénx yá?} {¿Rëm guidxeém yá?} He/she likes to be carried on the back?</p>	<p>{Ǻn', rën x guidxeénx.} {Ǻn', rëm guidxeém.} Yes, he/she likes to be carried on the back.</p>
<p>2a) Rën Bêd {guidíidix} con báy. b) Rën Lújp {guidíidxim} con báy. Pedro/Lupe likes to be carried in the arms in the rebozo.</p>	<p>{¿Rën x guidíidix yá?} {¿Rëm guidíidxim yá?} He/she likes to be carried in the arms?</p>	<p>{Ǻn', rën x guidíidix.} {Ǻn', rëm guidíidxim.} Yes, he/she likes to be carried in the arms.</p>
<p>3. Rën Lújp quíibim lajd. Lupe likes to wash clothes.</p>	<p>¿Rëm quíibim lajd yá? She likes to wash clothes?</p>	<p>Ǻn', rëm quíibim lajd. Yes, she likes to wash clothes.</p>
<p>4a) Rën Bêd {quítix} nijs. b) Rën Lújp {quítim} nijs. Pedro/Lupe likes to play with water.</p>	<p>{¿Rën x quítix nijs yá?} {¿Rëm quítim nijs yá?} He/she likes to play with water?</p>	<p>{Ǻn', rën x quítix nijs.} {Ǻn', rëm quítim nijs.} Yes, he/she likes to play with water.</p>
<p>5a) Rën Bêd {quítix} yuj. b) Rën Lújp {quítim} yuj. Pedro/Lupe likes to play with dirt.</p>	<p>{¿Rën x quítix yuj yá?} {¿Rëm quítim yuj yá?} He, she likes to play with dirt?</p>	<p>{Ǻn', rën x quítix yuj.} {Ǻn', rëm quítim yuj.} Yes, he, she likes to play with dirt.</p>
<p>6. Rën Lújp gutá'm guiajt. Lupe likes to make (lit.:throw) tortillas.</p>	<p>¿Rëm gutá'm (guiajt) yá? She likes to make tortillas?</p>	<p>Ǻn', rëm gutá'm (guiajt). Yes, she likes to make tortillas.</p>
<p>7. Rën Lújp { gu í ì m } guial raw. Lupe likes to { g u g u í ì y m } { make } food. { cook/bake }</p>	<p>¿Rëm { gu í ì m } guial raw yá? She likes to { g u g u í ì y m } { make } food? { cook/bake }</p>	<p>Ǻn', rëm { gu í ì m } guial raw. Yes, she likes to { g u g u í ì y m } { make } food. { cook/bake }</p>
<p>a) This personal-pronoun form is used only in men's talk, referring to a male person. b) This personal-pronoun form is used in both men's talk (referring to a female person) and women's talk (referring to either a male or a female person)</p>		

Zapoteco de Sto. Domingo Albarradas, Lesson 5
Part 3: Drills

II. Pronunciation Differential Drill for the Phonemes /p/ and /b/
(initial without the frame, medial with the frame)

(Note: /p/ is much rarer than /b/, so that we have found only a few analogous pairs.)

/p/

/b/

Optional frame:

yu'ú ... guie 'here is (a)...' /
'here are...'

(pliájt 'plate'

pájp 'potato'

piñájt 'piñata'

paléjt 'popsicle'

Optional frame:

yu'ú ... guie 'here is (a)...'
'here are...'

bliá'- tîl*) 'soap'

vájs 'cup'

bizaa 'bean'

balâ 'shade..'

*) idiolect of some speakers, ^{some} others say "bia'-shtîl" (without the l)

Part 3 Drills

Grammatical Drills

Question and answer transform drill

na'ayāhs š'pī-nōōl'ye
 ? Náayejs xi bindool yá?
 ?ā'ā na'ayāhsīm
 An' náayejsim.
 ?ā'ā 'atna'ayāhsīm
 A'an, ád náayejsim,
 la'am kágujtl
 láam cáguijt.

boy / girl (woman's talk: child)
 Is your baby sleeping?

he/she(he)

Yes, it is sleeping

he/she (he)

No, it is not sleeping,

he/she (he)

it is playing.

ka'gixt š'ēbīndōōl'ye
 ? Cáguixt xi bindool yá?
 ?hā'A la'am ka'gixtl
 An' cáguijtīm.
 ?ā'ā / m'm 'atka'gixtlīm
 A'an, ád cáguijtīm,
 la'am kayāuw
 láam cáyaw.

Is your baby playing?

Yes, it is playing

No, it is not playing,

it is eating.

kayāu š'pī-nōōl'ye
 ? Cáyaw xi bindool yá?
 ?hā'A la'āk'm kayāuw
 An' cáyawīm
 ?ā'ā 'at'kayāutīm
 A'an, ád cáyawīm,
 la'am kaza' A ziza'a
 láam zizāa.

Is your baby eating?

Yes, it is eating

No, it is not eating

it is ~~walking around~~
 out for a walk

Part 3 Drills

Question and answer transform drill contin.

kazā. špi. n̄doōl̄ ^{YE}	Is your ^{baby out for a walk} baby walking?
¿ Ca zizā xi bindool yá?	
ā'A la'ākim kazām	Yes, it is ^{out for a walk.} walking
Ān' ca zizām.	
ā'a ōtkazā.tūm	No, it is not walking,
A'án, ā'á zātīm , ád zizātīm,	it is playing.
la'ām ka gixt	
láam cáguijt.	

Stimulus - response - sequence drills

Prompter says:

Learner says:

r̄ān.lūhpkiťšā'āemkōmbāx	r̄āmkitšā'āem ^{YE}
Rēn Lújp quídxéem con bāy.	¿Rēm quídxéem yá?
Lupe likes to be carried on the back with the rebozo	She likes to be carried on the back?

r̄ān.lūhpkiťitšūmkōmbāx	r̄āmkit'itšūm ^{YE}
Rēn Lújp quídíichim con bāy.	¿Rēm quídíichim yá?
Lupe likes to be carried in the arms with the rebozo	She likes to be carried in the arms?

r̄ān.lūhpkiťipūmlāhātI	r̄ānkiťipūmlāhāt ^{YE}
Rēn Lújp quíibim lajd.	¿Rēm quíibim lajd yá?
Lupe likes to wash clothes	She likes to wash clothes?

Part 3 Drills

Stimulus-response sequence drills contin.

Prompter says:

Learner says:

ræn luhp kítimnihs
Ræn Lújp quítim nijs.
Lupe likes to play with water

ræmkítimnihs^{YE}
¿Rëm quítim nijs yá?
She likes to play with water?

ræn luhp kítim yuh
Ræn Lújp quítim yuj.
Lupe likes to play with dirt

ræmkítim yuh^{YE}
¿Rëm quítim yuj yá?
She likes to play with dirt?

ræn luhp kütá'ärmk'áxti
Ræn Lújp gutá'm quiajt.
Lupe likes to make tortillas

ræmkütá'ärmk'áxti^{YE}
¿Rëm gutá'm yá?
She likes to make tortillas?

ræn luhpk'yü'ümI k'alrau
Ræn Lújp quítim quial raw.
Lupe likes to make food

ræmk'yü'ümk'alrau^{YE}
¿Rëm quítim quial raw yá?
She likes to make food?

Part 4 Useful Isolated Phrases

pá·ntšínæ·š°bī·ntōōll

Where are you going with your baby:

mānda·tītšī·næ°æ·lā°āml

I am going on an errand with her/him

ambahaix

Good.

tšū·la·š°bī·ntōōll

What is your baby's name?

..... la·m

Her name is.....

lā°atš·bī·ntōōll tšū·la·m

And what is your baby's name?

tatkuro°š°bī·ntōōll

Your baby is fat

māraumi°āh

She is already eating, right

ā°ā mārauw°MI

Yes, she is already eating.

řæŋkřīsti·kītšæ°æm kō·mbaŋ

Chr. likes to be carried on the back
with a rebozo

řæmkītšæ°æm^{YE}

She likes to be carried on the back:

næ°ækeluhpl řæmkīti°tšūm kōmbaŋ

Lupe also likes to be carried
with the rebozo (in front)

řæmkīti°tšūm^{YE}

She likes to be carried in
your arms?

hā.

Kind of

Zapoteco de Sto Domingo Albarradas, Lesson 25

Part 5: Cultural Observations

Social Anthropology: Marriage.

The following information is taken from a story spoken on tape by an informant of Arthur Yates:

It is not custom in Sto Domingo Albarradas that a man asks a girl directly to marry him. Instead, two people are going to ask the girl for 8 to 12 nights. When the father of the girl agrees and gives his word, they are drinking mezcal and make a contract.

The bridegroom has to wait for two or three months until the marriage takes place. The father of the bridegroom had bought meat and chocolate, as well as the other things agreed upon and necessary for the celebration feast.

Now the guests will be invited, mostly the relatives of the bride and the bridegroom. When the day has come, the man carries a bundle of firewood to the house of the girl. The guests follow and bring shoulder meat and all that the father of the girl had asked for.

The marriage fiesta lasts three days where much drinking takes place. At the end of these three days the man stays at the house of the girl or, if the man is the owner of a house, he will bring his bride there.

Interrogatives

ixhié? 'what?' ixhié n(a)ág? 'how?'

Question Marker for Yes/No - Questions: yá

Particle Preceding the Verb

bál 'if, when'
(can also appear in negative imperatives - between the negative ád 'not' and the verb - in that usage hardly translatable)

Morphemes following the verb stem

-t 'negativizer' (if ~~verb~~ ^{word} is preceded by ád 'not')
'finally' (elsewhere)
|-kí| 'affirmer/emphasizer' (|I| is /ø/ preceding a vowel, /i/ elsewhere)

Aspect/Motion Portemanteau Morphemes

z'í(g)- (*) 'progressive, motion away' (except in 1st person non-sg)
zídga- **) 'progressive, motion towards, recurrent' (except in 1st pers. non-sg)
z(i)údga- ***) ' " " " " ' (1st non-sg)

NB The motion prefixes in the progressive aspect and the indefinite future are very similar, differing only in tone, if at all.

Relative Pronoun

ni 'what, which'

Demonstrative

guie 'here; this'

Cardinal Number

tijb '1'

Phrase Level Connective

con 'and; with'

*) in L. 5 (Drill I.A): zizäb 'PROGR/mot. away - move/walk (2/3 pers.)'

**) in L. 3 (Text & Drill): zídganāan 'I am coming to visit'

***) in L. 3 (Drill): z(i)údganaján 'we (excl) are coming to visit'

Zapoteco de Sto. Domingo Albarradas, Lesson 6

Part 1: Series - Lighting A Match

A. First Person Singular

- | | |
|----------------------------|---------------------------------------|
| 1. Gulěsan cerí guie, | I took these matches, |
| 2. guxhălanán. | I opened it (i.e. the box). |
| 3. Gulěën tijb cerí lěnán, | I took a match out (from its stomach) |
| 4. gudĭchanán, | I lit it, |
| 5. per badxúún yăan, | but it burned my hand, |
| 6. zeél basěbánán. | so I threw it away. |
| 7. Guloxán. | The end. |

B. Second Person Singular

- | | |
|---|---|
| 1. Gulěsil cerí guin loj mĕx. | You took the matches from (the face of the table). |
| 2. Gulěél tijb cerí lĕn cájdoo guin. | You took a match from (the stomach of the box). |
| 3. (Bata'cuil ro' cájdoo guin.)
(altern.: Bata'cuilán. <i>Bata'etilán.</i>) | You closed the (mouth of the) box.
altern.: You closed it. |
| 4. Ladxél gudijchilán. | Then you lit it. |
| 5. Hue'c cerí guin ^{tibrájt} tijb rájt, | The match burned for a moment, |
| 6. (máx altern.:) ladxél basiü'lán. | and (altern.: then) you blew it out. |

Zapoteco de Sto. Domingo Albarradas, Lesson 6

Part 2: Notes on Grammar (revised)

I. Locative Nouns / Body Part Repositions

In the preceding two series, three words occur whose primary meanings are body parts; here they indicate locations.

1. lën 'stomach, the insides'; occurring in A3 & B2 - in A3 with the bound pronoun -(á)n '3rd person inanimate' attached
2. loj 'face'; occurring in B1
3. ro' 'mouth'; " " B3

II. Bound Pronouns (Singular)

In the most common word order, the subject follows the predicate. A pronominal subject following the predicate occurs in the bound form. In the preceding two series, the first person subject pronoun occurs in A, and the second person subject pronoun occurs in B. Furthermore, the third person inanimate pronoun occurs several times in the object slot in both series (A: 2, 4, 6; B: 3 alternat., 4, 6), once in the subject slot in series A (7), and once in the possessor slot in series A (3).

(Standard word order: P S O. If S occurs in post-predicate position, O follows P directly.)

The bound pronoun forms in the singular:

(In this list, absence of a tone mark indicates that the tone depends on the preceding morpheme)

1st pers.	-(a)n
2nd pers.	-(i)l
3rd pers. human familiar masculine	-(i)x
" " feminine	-(i)m
" respect	-(a)mán*)
animate	-(i)b
inanimate	-ín following the 3rd-pers.fem. pron. -(i)
	-(á)n elsewhere

The "short forms" of the 1st-pers.pronoun and of the 3rd-pers.-inanim.pronoun occur following any syllable nucleus, whether simple (e.g. a), rearticulated (e.g. aa), interrupted (e.g. a' or a'á), or aspirated (e.g. aj or ajá). The "long forms" (i.e. the forms with the vowel in parentheses) occur elsewhere.

The "short form" of the 3rd-pers.-inan.pronoun is always preceded by a vowel with high tone; a preceding syllable nucleus that would otherwise end in low tone is modified accordingly; a simple nucleus is augmented, thereby becoming a rearticulated nucleus ending in high tone (e.g. ê → êé).

The "short forms" of the other bound singular pronouns occur following any syllable nucleus or n. (In the case of the "short form" -m of the 3rd-pers.-fem.pronoun, an additional rule applies: omission of a preceding n.) The "long forms" occur elsewhere.

Usage of pronouns by women:

Women do not distinguish between the familiar masculine and the familiar feminine category. The form -(i)m, in men's talk meaning '3rd person familiar feminine', simply means '3rd pers.familiar' in women's talk; women do not use the specific 3rd-pers.-fam.-masc.forms.

*) The vowel (a) in -(a)mán is not very distinct in the pronunciation of some speakers, particularly not in fast speech. Some have a tendency to pronounce '-ímán' rather than '-amán'; in fast speech they hardly pronounce the vowel at all, even where others would use the "long form" and pronounce a clear "-amán". cont./

Zapoteco de Sto. Domingo Albarradas, Lesson 6ⁱ

Part 2: B. Notes on Phonology — Labial Consonants

The following labial consonant phonemes exist:

	fortis	bilabial	labiodental
Obstruents	lenis	p b	f
Nasals		m	
Semivowels		w	

/p/ preceding a vowel is unaspirated:

/páhp/ [páhp^h] 'potato',

/papây/ [pāpā[̄](y)] 'papaya'.

Word-initial /p/ apparently occurs only in loans from Spanish.

/p/ preceding pause is aspirated: /táhp/ [táhp^h] 'four'
/kóhp/ [kóxp^h] 'drinking glass'.

The aspiration is pronounced [l] by a number of speakers, [θ] by at least one other speaker.

Another speaker pronounces [ɣθ] or [ɣʌ].

Presently we know only a few words with a

word-final /p/ occurring after an unaspirated

vowel; e.g. /čiinbitäp/ [či[̄]i[̄]n[̄]b[̄]tä[̄]p^h] 'nineteen'.

/b/ preceding a vowel is pronounced as an unaspirated stop (one speaker was particularly careful always to voice

Zapoteco de Sto. Domingo Albarradas, Lesson 6

Part 2 B Notes on Phonology, contin.

lenis obstruents for us) or as a voiced fricative (we have not been able to formulate a rule):

/káyawidí ʔizaa yá/ [kaya^wwidi ʔizāāya]

'Are you (pl.) eating beans?'

/čiin ʔitāp/ [çiⁱin ʔitā^wp^h] 'nineteen'.

/b/ preceding pause is a lenis voiceless aspirated stop in the pronunciation of certain speakers; but at least one speaker does not aspirate
 /tɪhb/ [tɪh^hp^h] 'one', /gɪa'b/ [gɪa^h'ap^h] 'its (animal) paw'

The nasal /m/, occurring pre-pause, is voiceless aspirated in very careful speech of at least one speaker:

/rawim/ [ra^wɪm̥] 'she eats (habitually)'

On the other hand, we heard [ra^wɪm] from two other speakers even utterance-finally.

Preceding a vowel, /m/ is voiced unaspirated:

/má/ [mā] 'already'

/loz demāz rí/ [lozdəma:zri] 'the other (pl)'

cont.1

¹⁾ /r/ mostly flapped utterance-medially,
 mostly trilled utterance-initially

Zapoteco de Sto. Domingo Albarradas, Lesson 6

Part 2 B Notes on Phonology (end)

The semivowel /w/ following pause is an offglide; we heard a following aspirated front vowel modified in a tape recording by one speaker: /wehmán/ [wəhēmā̃(ŋ)] 'he/she (resp.) went'.

transcribed from tape
dictated

/má wehl/ [mawāhēl] 'you (sg) already went'

Preceding pause, /w/ is an onglide: ← transcribed from tape dictated

/gúdave/ [gudāvU] 'eat (sg)!'

An intervocalic /w/ has qualities of both offglide and onglide:

/káyawil/ [kayāwīl] 'you (sg) are/were eating'.

A preceding rearticulated /a/ is modified:

/käydaawán/ [kaidāwā̃(ŋ)] 'we (excl.) are eating'.

The labiodental obstruent /f/ is a voiceless fricative:

/fóhk/ [fɔxk^h] 'flashlight, light-bulb'.

We have found this phoneme only word-initially. It seems to be restricted to loans from Spanish.

Zapoteco de Sto. Domingo Albarradas
Lesson 6

Part 3: Drills

I. Structure Substitution Drills (Reworked)

NB. The vowel in the verb 'lift, pick up, take' needs to be checked: ^vlēs or ^vlēs?
Checked in May 1982: lēs

A. Substitution of the Object

- | | |
|--------------------------|-----------------------|
| 1. gulēs-an cerí guin | 'I took the matches' |
| 2. gulēs-an guiajt guin | 'I took the tortilla' |
| 3. gulēs-an nijs guin | 'I took the water' |
| 4. gulēs-an cáj(áo) guin | 'I took the box' |

B. Substitution of the Subject Person

- | | |
|-----------------------|-----------------------------|
| 1. gulēs-an cerí guin | 'I took the matches' |
| 2. gulēs-il cerí guin | 'you (sg) took the matches' |
| 3. gulēs-iX cerí guin | 'he took the matches' |
| 4. gulēs-im cerí guin | 'she took the matches' |

C. Substitution of the Verb and of the Object, 1st-person-sg subject throughout

- | | |
|---------------------------|----------------------|
| 1. gulēs-an cerí guin | 'I took the matches' |
| 2. gudāw-án guiajt guin | 'I ate the tortilla' |
| 3. gu'ú-n nijs guin | 'I drank the water' |
| 4. guxhál-an cáj(áo) guin | 'I opened the box' |

D. Substitution of the Verb and of the Object, 2nd-person-sg subject throughout

- | | |
|---------------------------|------------------------|
| 1. gulēs-il cerí guin | 'you took the matches' |
| 2. gudaw-il guiajt guin | 'you ate the tortilla' |
| 3. gu'-l nijs guin | 'you drank the water' |
| 4. guxhál-il cáj(áo) guin | 'you opened the box' |

E. Substitution of the Verb and of the Object, 3rd-pers.-masc.-sg subj. throughout

- | | |
|---------------------------|-----------------------|
| 1. gulēs-iX cerí guin | 'he took the matches' |
| 2. gudaw-ix guiajt guin | 'he ate the tortilla' |
| 3. gu'-x nijs guin | 'he drank the water' |
| 4. guxhál-ix cáj(áo) guin | 'he opened the box' |

F. Substitution of the Verb and of the Object, 3rd-person-fem.-sg subj. throughout

- | | |
|---------------------------|------------------------|
| 1. gulēs-im cerí guin | 'she took the matches' |
| 2. gudaw-im guiajt guin | 'she ate the tortilla' |
| 3. gu'-m nijs guin | 'she drank the water' |
| 4. guxhál-im cáj(áo) guin | 'she opened the box' |

Zapoteco de Sto. Domingo Albarradas
Lesson 6

Part 3: Drills

I., cont.

G. Substitution of the Subject Person and of the Object

- | | |
|---------------------------|-------------------------|
| 1. gulēs-an cerí guin | 'I took the matches' |
| 2. gulēs-il guiajt guin | 'you took the tortilla' |
| 3. gulēs-ix nijs guin | 'he took the water' |
| 4. gulēs-im cáj(doo) guin | 'she took the box' |

H. Same as (G), except for the Reversal of the Object List

- | | |
|---------------------------|------------------------|
| 1. gulēs-an cáj(doo) guin | 'I took the box' |
| 2. gulēs-il nijs guin | 'you took the water' |
| 3. gulēs-ix guiajt guin | 'he took the tortilla' |
| 4. gulēs-im cerí guin | 'she took the matches' |

I. Substitution of All Three Constituents

- | | |
|----------------------------|------------------------|
| 1. gulēs-an cerí guin | 'I took the matches' |
| 2. gudaw-il guiajt guin | 'you ate the tortilla' |
| 3. gu'-x nijs guin | 'he drank the water' |
| 4. guxhál-im cáj(doo) guin | 'she opened the box' |

J. Same as (I), except for the Reversal of the Verb List and of the Object List

- | | |
|----------------------------|------------------------|
| 1. guxhál-an cáj(doo) guin | 'I opened the box' |
| 2. gu'-l nijs guin | 'you drank the water' |
| 3. gudaw-ix guiajt guin | 'he ate the tortilla' |
| 4. gulēs-im cerí guin | 'she took the matches' |

Zapoteco de Sto. Domingo Albarradas, Lesson 6, Part 3: Drills -- II. Contraction Drills

1a) Gulěsan cirí ⁴⁾ guie. / <i>guin.</i>	'I took ^{these} matches.'	Gulěsanán.	'I took them.'
b) Gulěsil cirí guin.	'You (sg.) took the matches.'	Gulěsilán.	'You took them.'
2a) Guxhălan cájdoo guin.	'I opened the box.'	Guxhălanán.	'I opened it.'
b) Guxhălil cájdoo guin.	'You opened the box.'	Guxhălilán.	'You opened it.'
3a) Gulě ^(e) n tijb cirî.	'I took a match out.'	Gulě ^(e) nán.	'I took it out.'
b) Gulěél tijb cirî.	'You took a match out.'	Gulěélán.	'You took it out.'
4b) Gudĭchan tijb cirî.	'I lit a match.'	Gudĭchanán.	'I lit it.'
b) Gudijchil tijb cirî.	'You lit a match.'	Gudijchilán.	'You lit it.'
5a) <i>Ladxél</i> basěbán cirí guin.	'Then I threw the match away.'	<i>Ladxél</i> basěbánán.	'Then I threw it away.'
b) <i>Ladxél</i> basěébíl cirí guin.	'Then you threw the match away.'	<i>Ladxél</i> basěébílán.	'Then you threw it away.'

⁴⁾ Some speakers say "cirî", others "cerî".

Part 3 Drills

III. Phonological Drills fortis & lenis

fortis (List A)	lenis (List B)
p	p - b
word initial	word initial
<p>optional frame</p> <p>gudədan pīnāht gūdæ.dāŋ*) pīn'āht^h 'piñata' 'I will give'</p> <p>pəjɔp pahpI 'potato'</p> <p>pəpəy pəpə'y 'papaya'</p> <p>(plīāht^h plīāht^h 'plate')</p>	<p>optional frame</p> <p>gudədan bitio'xh/bitio'xh gūdæ.dāŋ*) bit'ō'ōšē 'tomato' 'I will give'</p> <p>vəjɔs bahs 'drinking glass'</p> <p>bəjz baxas 'bow'</p> <p>(blīāht^h x tɔl blīāht^h 'soap')</p>
word medial & final	word medial & final
<p>optional frame</p> <p>tɔp(l)an 'two' tɔp'an</p> <p>tšəhp^(h)*) - āŋ 'Josefina' (tšəhp'an)</p>	<p>optional frame</p> <p>tihip(l)an 'one' tihip'an tihip'an</p> <p>š'æ.p - āŋ 'Joseph' (š'æ.p'an) Xiēb'an</p>

*) η becomes m in fluent speech

**) word final aspiration or vocoid is omitted when frame follows

***) lenis consonants are voiced intervocally

- an with high tone is used at the end of answers giving quantities

- ān with low tone is added to names in shouting style (woman's talk)

Zapoteco de Sto Domingo Albarradas Lesson No. 24

Part 5: Cultural Observations

Social Anthropology: Economics.
Trade.

The village has 5-6 stores. The following articles are usually sold:

Sugar, beans, peas, oil, noodles, chiles; dry and fresh, tomatoes, onions, garlic, eggs, clothing, material, thread and notions, straw hats, soap and detergent, coffee, pop and from time to time seasonal fruits.

Sweets and cookies are sold per piece to children.

There is a government store in the village, 'conasupo'.

This is the most clean and orderly store which sells

even canned goods like sweet milk, chiles, fruits, powder milk and formula. When sugar is sold there,

it is usually much cheaper than in other stores. In the

conasupo, even paper goods and jam is available.

We observed also, that in at least two local stores local

alcohol is sold. Since not every house has electricity,

rosene is also available.

The private storekeepers usually go to Oaxaca to buy new supplies.

During our stay in the village, we could observe several traders come through. Since there is no regular market,

they either go from door to door or use the school

loudspeaker to get attention. The following articles are

Sold this way: Clothing, material, fruits and vegetables,

clay pots, firewood and even tape recorders.

Zapotece de Sto. Domingo Albarradas
Lesson 7

Note: We used the following kind of monolog when we came back to the village after ca. 2 months absence.

Coming back.

A. Wolfram's version:

1. Má bayó'pán.

'We are here again. - Lit.: We already returned home.'

2. Měx cw bió'én.

'We went to Mexico (City).'

3. Da bén gunáan huejmán loj dentist,

'My wife went to the dentist,

4. biněmán Cristîn guyum vacûn.

she got Christina vaccinated - lit.: took (3rd resp) Christina entered (3rd fa fem.) vaccination.'

5. Bi x̄álan.

'I had surgery.'

B. Ilse's version:

1. Má bayó'pán.

'We are here again.' (see above)

2. Měx cw bió'én.

'We went to Mexico (City).'

3. Huaan loj dentist,

'I went to the dentist,

4. bině'én Cristîn guyum vacûn.

I got Christina vaccinated - lit.: took (1st) Christina entered (3rd fam. fem.) vaccination.'

5. Bi x̄ál Alfrêd.

'Alfredo had surgery.'

Zapoteco de Sto Domingo Albarradas, Lesson 7

p2

Part 2: A Notes on Grammar

1.) Question Particle

All yes-no questions have the particle *yá* at the end of the sentence or at the end of the main clause

Examples:

¿Ind rajpíl guib-yag con madzêd gúneesiiil gáca'án(yá)?

'Would you have an axe and a machete you could lend me?'

¿Tijb ijz yu'úl (yá) dhi birii xi retrájtíl?

'You were a year old when your picture came out?'

2.) Causative and Non-Causative Verbs.

Causative and non-causative verbs have different stems.

Examples:

Bixálan

'I had an operation.'

(Lit: I was opened / I opened)

(Lesson 7, Monolog A, #5)

Guxhálanán

'I opened it'

(Lit: I caused it to open / to be opened)

(Lesson 6, Series A, #2)

In this particular case the causative stem is formed from the non-causative stem by substituting the stem initial lenis consonant by a fortis consonant ($/\check{z} \rightarrow \check{s}/$ < $x \rightarrow xh$ >).

Zapoteco de Sto. Domingo Albarradas, Lesson 7

Part 3: Drills

I. Frame Drills

A. Zê da dădan...

1. ...loj doctôr
2. ...roylay
3. ...Liob
4. ...Bajc
5. ...Luá'
6. ...Měxhcw

My father has gone...

- ...to the doctor (lit.: face of-doctor)
...to the townhall
...to Mitla
...to Tlacolula
...to Oaxaca
...to Mexico City

B. wăan...

1. ...loj doctôr
2. ...roylay
3. ...Liob
4. ...Bajc
5. ...Luá'
6. ...Měxhcw

I went...

- ...to the doctor
...to the townhall
...to Mitla
...to Tlacolula
...to Oaxaca
...to Mexico City

Zapoteco de Sto. Domingo Albarradas, Lesson 7

Part 3: Drills

Question & Answer Drills (only B. to be learned for Lesson 7)

In the following question & answer drills, the parts in parentheses numbered 2()2 can be omitted at wish, while the parts in parentheses numbered 1()1 are obligatory in conversation with respected persons.

- A. 1. ¿Zê x d ă d ı l loj doctô r y á? 'Has your (sg) father gone to the doctor?'
- a) Ǻ n' 1(, láamán zê loj doctô r)1. 'Yes 1(, he-resp. has gone to the doctor)1.'
- or: Ǻ n' 1(, zêmán 2(loj doctô r)2)1. or: 'Yes 1(, he-resp. has 2(gone to the doctor)2)1.'
- b) A'án, 1(ád z ê t m án ,)1 'No, 1(he-resp. has not,)1
- láamán zê roylay. he-resp. has gone
or: zêmán " to the townhall.
or: roylay zêmán.
2. ¿Zê x d ă d ı l roylay y á? 'Has your father gone to the townhall?'
- a) Ǻ n' 1(, láamán zê roylay)1. 'Yes.'
- or: Ǻ n' 1(, zêmán 2(roylay)2)1.
- b) A'án, 1(ád z ê t m án ,)1 'No,
- láamán zê Liob. he has gone to Mitla.
or: zêmán "
or: Liob zêmán.
3. ¿Zê x d ă d ı l Liob y á? 'Has your father gone to Mitla?'
- a) Ǻ n' 1(, láamán zê Liob)1. 'Yes.'
- or: Ǻ n' 1(, zêmán 2(Liob)2)1.
- b) A'án, 1(ád z ê t m án ,)1 'No,
- láamán zê Bajc. he has gone to Tlacolula.
or: zêmán "
or: Bajc zêmán.
4. ¿Zê x d ă d ı l Bajc y á? 'Has your father gone to Tlacolula?'
- a) Ǻ n' 1(, láamán zê Bajc)1. 'Yes.'
- or: Ǻ n' 1(, zêmán 2(Bajc)2)1.
- b) A'án, 1(ád z ê t m án ,)1 'No,
- láamán zê Luá'. he has gone to Oaxaca.
or: zêmán "
or: Luá' zêmán.

Part 3: Drills

II. A., cont.

5. ¿Zê x d'ã d'il Luá' yá?' 'Has your father gone to Oaxaca?'
- a) Ān' 1(, láamán zê Luá')1. 'Yes.'
or: Ān' 1(, zêmán 2(Luá')2)1.
- b) A'án, 1(ád z ê t mán,)1 'No,
láamán zê Měxhcw.
or: zêmán " " he has gone to Mexico City.'
or: Měxhcw zêmán.

Only the following to be learned for Lesson 7:

- B. 1. ¿Wejl loj doctôr yá? 'Did you (sg) go to the doctor?'
- a) Ān' 1(, wăan 2(loj doctôr)2)1. 'Yes.'
- b) A'án, 1(ád wătan,)1 'No,
wăan roylay. -- or: roylay wăan. I went to the townhall.'
2. ¿Wejl roylay yá? 'Did you go to the townhall?'
- a) Ān' 1(, wăan 2(roylay)2)1. 'Yes.'
- b) A'án, 1(ád wătan,)1 'No,
wăan Liob. -- or: Liob wăan. I went to Mitla.'
3. ¿Wejl Liob yá? 'Did you go to Mitla?'
- a) Ān' 1(, wăan 2(Liob)2)1. 'Yes.'
- b) A'án, 1(ád wătan,)1 'No,
wăan Bajc. -- or: Bajc wăan. I went to Tlacolula.'
4. ¿Wejl Bajc yá? 'Did you go to Tlacolula?'
- a) Ān' 1(, wăan 2(Bajc)2)1. 'Yes.'
- b) A'án, 1(ád wătan,)1 'No,
wăan Luá'. -- or: Luá' wăan. I went to Oaxaca.'
5. ¿Wejl Luá' yá? 'Did you go to Oaxaca?'
- a) Ān' 1(, wăan 2(Luá')2)1. 'Yes.'
- b) A'án, 1(ád wătan,)1 'No,
wăan Měxhcw. -- or: Měxhcw wăan. I went to Mexico City.'

Zapoteco de Sto. Domingo Albarradas

Lesson 7

Part 3: Drills, *Phonological*

III. Pronunciation Differential Drill for the Phonemes /b/ and /w/
 (initial without the preceding frame, medial with the preceding frame)

Note: Neither the bilabial fricative nor the initial or intervocalic bilabial semivowel occur in the learners' German mother tongue.

/b/

Optional preceding frame:
má... 'already...'

'I...'	banăan	'...washed my hands'
'he...'	beenx	'...did (it)'
'she...'	beem	"
'he/she (resp.)...'	beenmán	"
'it (animal)...'	beenb	"
'they (masc.)...'	beenréx	"
' " (fem.)...'	beenrém	"
' " (resp.)...'	beenrémán	"
' " (anim.)...'	beenréb	"

/w/

Optional preceding frame:
má... 'already...'

huăan	'...went'
huejx	"
huejm	"
huejmán	"
huejb	"
huejréx	"
huejrém	"
huejrémán	"
huejréb	"

Zapoteco de Sto Domingo Albarradas , Lesson No. 22

Part 5:

Cultural Observations

Social Anthropology : Political Organisation
Work crews

As a kind of tax , the men of the community are required to work on community projects. These might include preparing the air strip, road repair after the rains, building a house for the town musicians. Those who cannot take part in communal work have to pay a certain amount of money.

symbols: 1 pause, 2 optional final, 3 interchangeability of vowels (IND) the word order in the grammar
 Since this lesson was finalized with Antonio C.M., his pronunciation appears as the basic one in these

Singular

Are you eating...?

Yes, I am eating...

1. { kaya^uwilg^hāht^hya
 g^hāht^hkaya^uwilya }

{ ā.[?]Ā | kaya^uwā_āng^hāht^h
 (ā.[?]Ā) | g^hāht^hkaya^uwā_ā }

2. { kaya^uwilbīzāzāya
 bīzāzākaya^uwilya }

{ ā.[?]Ā | kaya^uwāmbīzāzā
 (ā.[?]Ā) | bīzāzākaya^uwā_ā }

3. { kaya^uwilg^hāht^hstiilya
 g^hāht^hstiilkaya^uwilya }

{ ā.[?]Ā | kaya^uwāng^hāht^hstiil
 (ā.[?]Ā) | g^hāht^hstiilkaya^uwā_ā }

4. { kaya^uwilbæzælya
 { bæzælikaya^uwilya
 { bæzælkaya^uwilya }

{ ā.[?]Ā | kaya^uwāmbæzæli
 (ā.[?]Ā) | bæzælkaya^uwā_ā }

5. { kaya^uwilsiilya
 { siilkaya^uwilya }

{ ā.[?]Ā | kaya^uwāng^hsiil / kaya^uwāšsi(?)il
 (ā.[?]Ā) | r_īsiilkaya^uwā_ā / ... wā_ā }

6. { kaya^uwilstseyā
 { stseyākaya^uwilya }

{ ā.[?]Ā | kaya^uwāng^hstse.[?]E / kaya^uwāstse.
 (ā.[?]Ā) | stseyākaya^uwā_ā / ... wā_ā }

does not condition the word order in the answer.) / alternative pronunciation
 question and answer drills, while María's, Paula's, and don Wencesl.'s pronunciation

Plural

Are you eating...?

Yes, we are eating...

kaya^uwidi g'ah^tya

g'ah^tl kaya^uwidiya

kaya^uwidi biza^aya

biza^aakaya^uwidiya

kaya^uwede g'ah^tsti^lya

g'ah^tsti^ll kaya^uwidiya

kaya^uwidi bæ^ʒelya

bæ^ʒelkaya^uwidiya

kaya^uwidi rsi^ʃilya

rsi^ʃilkaya^uwidiya

kaya^uwidi stse^ya

stse^y·kaya^uwidiya

ā^{·?}Ā | kaida^ʒowan g'ah^th

(ā^{·?}Ā) | g'ah^th kaida^ʒowan

ā^{·?}Ā | kaida^ʒowambiza^ʃa

(ā^{·?}Ā) | biza^ʃakaida^ʒowan

ā^{·?}Ā | kaida^ʒowan g'ah^thsti^l

(ā^{·?}Ā) | g'ah^thsti^ll kaida^ʒowan

ā^{·?}Ā | kaida^ʒowan bæ^ʒeli

(ā^{·?}Ā) | bæ^ʒelkaida^ʒowan

ā^{·?}Ā | kaida^ʒowan rsi^ʃil

(ā^{·?}Ā) | rsi^ʃilkaida^ʒowan

ā^{·?}Ā | kaida^ʒowan stse^(ʃ)E

(ā^{·?}Ā) | stse^(ʃ)·kaida^ʒowan

Zapoteco de Sto Domingo Albarradas Lesson 8

Part 1A: Monolog, Wolfram: Trip to River

1. $\left. \begin{array}{l} \text{Tijb sâbd} \\ \text{Tijb dxi sâbd} \end{array} \right\} \text{bixhóbnijšan Guiaró', } \begin{array}{l} \text{One Saturday I went to the Guira} \\ \text{(&= big river) to swim,} \end{array}$

2. per guxin nayaag nijs guin. but the water was very cold.

3a) Chi baguiálan lu guiedx, When I was returning to the village,

b) bidxaglójn tijb bëél I encountered a snake

lunejz löd ziálan. on the way where I was coming.

4. Baguiád ruxánan, I receded

chi bídxaglójn laab. when I encountered it.

5a) $\left. \begin{array}{l} \text{Bazálon guiaj löd nága'áb,} \\ \text{Bacán (od: gulësan tijb guiaj, dxél bacánán löd nága'áb)} \end{array} \right\} \begin{array}{l} \text{I threw stones (to where it was} \\ \text{lying),} \end{array}$

b) ladxél gulës guijquib, then it lifted its head

(li dxib) and threw out its tongue.
ribëé liü dxib.

6a) $\left. \begin{array}{l} \text{Bazálan} \\ \text{Bacán} \end{array} \right\} \text{mâzrí' guiaj, } \begin{array}{l} \text{I threw more stones,} \end{array}$

b) ladxél zëtib. then it left.

Zapoteco de Sto Domingo Albarradas

Lesson 8

Part 1 B: Monolog, Ilse

1. Biō'ón bud'ín mâncw. We went Mango-picking.
2. Nadxél bidxinán xan yag mâncw. We arrived at the Mango-tree
3. Máx badxú' dxéén Then we rested.
4. Bâti'ín mâncw badáahuán We cut the mangos, ate them.
5. Gulox bâti'tnán We finished cutting them;
 máx huē'p Bêd loj yag mâncw. then Pedro climbed the
 máx banij zé'simín. mango tree
 he shook it a lot;
6. biájáb reé mâncw; mangos fell down
 máx báto!pánán and we picked them up.
7. Badxé'éán lēn murrâl, We put them into the shoulder
 máx gudxa dúx murrâlán. bags and the shoulder bags
 filled up
8. Máx badtínán, máx ragyé'chián: Then we carried them, and said:
 yayó'reé niz lád yá quin. "Let us go up this side."
9. Nadxél bayó'ón. Yagaj banijtán, Then we went. There we lost
 ád nejz quintán. the way,
 it was not the right way.

Zapoteco de Sto Dmgo Albarradas, Lesson 8
 Part 1 B, Monolog Ilse, continued.

- | | |
|--|------------------------------------|
| 10. Baxinán lōd naxhii | We arrived where weeds were. |
| zeél bádiilán nejz. | That's why we looked for a path. |
| 11. Má zió'pañ tijb nejz. | Already we were walking on a path. |
| 12. Naxél zēéd bején nē mān būr. | Then someone came with a donkey; |
| 13. Naxél bādxajgān laamañ | We met him. |
| 14. Gunābdixmān dunújūn; | He asked us; |
| 15. namán -¿ Bān huēdí? | he said: "Where did you go?" |
| 16. Naxél ragyé'chán: | Then we said: |
| -Māncw budīn. | "We picked Mangos". |
| 17. Laamán biáa da māncwan, | He carried my mangos, |
| beenmañ naj yudār. | he helped me. |
| 18. Guxin layē'pán. | It was very steep. |
| 19. Baxag da'tañ chi bādxinán lūgyedx. | We were very tired |
| | when we arrived in the |
| | village. |

Zapoteco de Sto Domingo Albarradas, Lesson 8

Part 2A: Notes on Grammar

Time frames and aspect.

For the future and the immediate future the same aspect is used.

Examples:

[yāḡāʔā lōhō dōctor] Now I am going to the doctor

[gāz'ε.ʔε ḡāʔā lōhō dōctorI] Tomorrow " " " " "

For the completed action the completive aspect is used.

Example:

[n'ē'ēx wāʔā lōhō dōctor] Yesterday I went to the doctor.

In the examples above, the aspect prefixes fuse with the verb root.

Each aspect prefix has several allomorphs going with different verb classes. In the above examples, the prefix going with the verb 'to go' is W - wāʔā - 'I went'. In lesson No 6, however, we see two further manifestations of the completive aspect prefix:

gulesan - 'I took' hadxüün vān - 'I burned my hand'

Zapoteco de Sto Domingo Albarradas, Lesson 8

Part 2A: Notes on Grammar, contin.

The conjunction [tʃi] 'when'

[tʃi] 'when' introduces a concurrent time margin. The time margin can either precede (as in no.3) or follow (as in no.4) the nuclear clause of the sentence:

- 3a) [tʃi b̄agʲalāŋ l̄ugʲɛ. tʃi] When I was returning to
 b) b̄idʒāgʲlohō t̄ih̄ipbææ l̄t̄i [the village, I encountered
 l̄uneh̄es l̄ots̄ialāŋ] a snake (on the way where
 I was coming)

- 4 [b̄agʲat̄ ūʒa n̄ā tʃi b̄idʒāgʲlohōŋ l̄ap] I receded when I
 encountered it.

Zapoteco de Sto. Domingo Albarradas, Lesson 8

Part 2B: Notes on Phonology

Dental obstruents: /t/ (fortis) and /d/ (lenis)

/d/ is usually voiced between sonorants in fluent speech; preceding a non-sonorant it is voiceless. (In the following example, voiced /d/ is underlined and voiceless /t/ is circled in the phonemic representation.)

PROGR-give-1sg breastmilk PROGR-drink POSS1sg person/familiar/feminine-dimin-1sg

/kúdédan dú^h káyē' da biindoón/

'I am nursing my baby.'

[kudæ·dāndu·t^hkáyε'ēdā^hbi^hindo^hʔ]

/t/ is rarer in original Zapotec words. It is always a voiceless stop, even intervocalically:

/čiiñbitāp/ [čii^hñbitā^hp^h] 'nineteen'

In pause, both /t/ and /d/ are actualized as aspirated voiceless stops, /t/ fortis and /d/ lenis:

/gyaht/ [grāht^h] 'tortilla'

/lahd/ [lāhāt^h] 'clothes'

The last two examples above also show, that an aspirated syllable nucleus (/Vh/ or /Vh^h/ etc.) contains a re-echoing if it precedes a lenis consonant but not if it precedes a fortis consonant. (This is a general rule applying to any fortis-lenis consonant contrast.)

Zapoteco de Sto. Domingo Albarradas, Lesson 8, Part 3, IV. continued (*only this page for Lesson*)

COMPL sg ¿Gojzil niéey yá?
 'Did you bathe yesterday?'
 Ān', goozán niéey.
 'Yes, I bathed yesterday.'
 A'án, ád goóztan(niéey),
 'No, I did not (bathe yesterday),
 niás goozán.
 I bathed the day before yesterday.'

¿Bagajzil Dôr niéey yá?
 'Did you bathe Doris yesterday?'
 Ān', bagájzan laam.
 'Yes, I bathed her.'
 A'án, ád bagájztan laam,
 'No, I did not (bathe her),
 niás bagájzan laam.
 I bathed her the day before yesterday.'

COMPL pl ¿Gojz dí niéey yá?
 'Did you bathe yesterday?'
 Ān', badójzán niéey.
 'Yes, we bathed yesterday.'
 A'án, ád badójztán(niéey),
 'No, we did not (bathe yesterday),
 niás badójzán.
 we bathed the day before yesterday.'

¿Bagajz dí Dôr niéey yá?
 'Did you bathe Doris yesterday?'
 Ān', bagájzán laam.
 'Yes, we bathed her.'
 A'án, ád bagájztán laam,
 'No, we did not (bathe her),
 niás bagájzán laam.
 we bathed her the day before yesterday.'

COMPL- ¿Má gojzil yá?
 INCOMPL- 'Did you bathe already?'
 POT. sg.
 A'án, ád huayaáztan, gandóo gaazán.
 'No, I have not (bathed yet), I am going to bathe
 later.'

¿Má bagajzil Dôr yá?
 'Did you bathe Doris already?'
 A'án, ád huagájztan laam, gandóo gugájzan laam.
 'No, I have not (bathed her yet), I am going to bathe
 her later.'

COMPL- ¿Má gojz dí yá?
 INCOMPL- 'Did you bathe already?'
 POT. pl.
 A'án, ád huadójztán, gandóo yadójzán.
 'No, we have not (bathed yet), we are going to bathe
 later.'

¿Má bagajz dí Dôr yá?
 'Did you bathe Doris already?'
 A'án, ád huagájztán laam, gandóo yagájzán laam.
 'No, we have not (bathed her yet), we are going to
 bathe her later.'

Zapoteco de Sto. Domingo Albarradas, Lesson 8, Part 3: II., cont.

D. Locative Clauses

- 1.+) ¿Bǎn za'á kíndoo guin? 'Where is the boy?' Láax za'á Měxcw. 'He is in Mexcio City.'
- 2.+) ¿Bǎn za'á reé kíndoo guin? 'Where are the boys?' Láareéx za'á Měxcw. 'They (fam.masc.) are in Mexico City.'
3. ¿Bǎn za'á bi(i)ndoo guin? 'Where is the girl⁺)?' Láam za'á Měxcw. 'She⁺) is in Mexico City.'
' " " " child⁺⁺)?' 'She/he (fam) ⁺⁺) is in Mexico City.'
4. ¿Bǎn za'á reé bi(i)ndoo guin? 'Where are the girls⁺)?' Láareém za'á Měxcw. 'They(fam.fem.)⁺) are in Mexico City.'
'Where are the children⁺⁺)?' 'They(fam.)⁺⁺) are in Mexico City.'
5. ¿Bǎn za'á xi dǎdil? 'Where is your(sg) father?' Láamán za'á Měxcw. 'He (resp) is in Mexico City.'
6. ¿Bǎn za'á reé xi dǎdil? 'Where are your (sg) parents?' Láareémán za'á Měxcw. 'They (resp) are in Mexico City.'

+) men's talk

++) women's talk

guixie

nieey

gracsi dxej sabd

naj	Guixie gaazan l ě n ě .	Nieey goozan l ě n ě .	Gracsi dxej sabd raazan l ě n ě .
dunujree	Guixie yadojzree l ě n ě .	Nieey badojzree l ě n ě .	Gracsi dxej sabd radojzree l ě n ě .
laaman	Guixie ga z X man l ě n ě .	Nieey gojz man l ě n ě .	Gracsi dxej sabd rajz man l ě n ě .
laareeman	Guixie gazreeman l ě n ě .	Nieey gojzreeman l ě n ě .	Gracsi dxej sabd rajzreeman l ě n ě .
<hr/>			
naj	Guixie chigaazan Guiuro'.	Nieey bigaazan Guiuro'.	Gracsi dxej sabd rigaazan Guiuro'.
dunujree	Guixie yudojzree Guiuro'.	Nieey bu do j z r e e Guiuro'.	Gracsi dxej sabd rudojzree Guiuro'.
laaman	Guixie chigaz X man Guiuro'.	Nieey bigaz X man Guiuro'.	Gracsi dxej sabd rigaz X man Guiuro'.
laareeman	Guixie chigazreeman Guiuro'.	Nieey bigazreeman Guiuro'.	Gracsi dxej sabd rigazreeman Guiuro'.

Zapoteco de Sto. Domingo Albarradas, Lesson 8, Part 3: Drills
 II. Practicing Simple Clause Types in Question & Answer

A. Intransitive Clauses

- | | | |
|----------------------|-------------------------------|---|
| 1. ¿Xhiě béenl? | 'What did you (sg) do?' | Goozán Guiuró'. 'I bathed in the big river.' |
| 2. ¿Xhiě béenmán? | 'What did he/she (resp.) do?' | Gojzamán Guiuró'. 'He/she bathed in the big river.' |
| 3. ¿Xhiě béendí? | 'What did you (pl) do?' | Badójzán " " " " " " 'We (excl) " " " " " " '. |
| 4. ¿Xhiě béenreémán? | 'What did they (resp) do?' | Gojzreéman Guiuro'. 'They (resp) " " " " " " '. |

B. Transitive Clauses

- | | | |
|-----------------------------|--|--|
| 1. ¿Chǔ be bídxaglójl? | 'What animal did you(sg) encounter?' | Bídxaglójn bídxíín. '(I encountered) a deer.' |
| 2. ¿ " " bídxaglójmán? | 'What animal did he/she (resp) encounter?' | Bídxaglójmán bídxíín. '(He/she encountered) a deer.' |
| 3. ¿ " " bídxaglójdí? | 'What animal did you (pl) encounter?' | Bídxaglójón bídxíín. '(We (excl) encountered) a deer.' |
| 4. ¿Chǔ be bídxaglójreémán? | 'What animal did they (resp) encounter?' | Bídxaglójreémán bídxíín. '(They encountered) a deer.' |

C. Descriptive clauses

- | | |
|--|--|
| 1. ¿Xhiě naág najá xíndoo guin?
'What is the boy like?' | Zagdxě quí najáx.
'He is good.' |
| 2. ¿Xhiě naág najá reé xíndoo guin?
'What are the boys like?' | Zagdxě quí najáreéx.
'They are good.' |
| 3. ¿Xhiě naág najá bí(f)ndoo guin?
'What is the girl like?' | Zagdxě quí najám.
'She is good.' |
| 4. ¿Xhiě naág najá reé bí(f)ndoo guin?
'What are the girls like?' | Zagdxě quí najáreém.
'They are good.' |
| 5. ¿Xhiě naág najá bē'cwdoos guin?
'What is the doggy like?' | Zagdxě quí najáb.
'He is good.' |
| 6. ¿Xhiě naág najá reé bē'cwdoos guin?
'What are the doggies like?' | Zagdxě quí najáreéb.
'They are good.' |

cont./

Zapoteco de Sto. Domingo Albarradas, Lesson 8

Part 3: Drills

V. Pronunciation Differential Drills
to Practice The Contrast /t/ - /d/

Note: /t/ is rarer than /d/ in our data. We have not been able to find contrast in identical environment, except in certain verb stems that undergo a morphophonemic change.

A. /t/ and /d/ word-initially

<u>List 1 (t)</u>		<u>List 2 (d)</u>	
tijb	'one'	diidx	'word, language'
têx	'tile'	děj	'powder'
taj	'four'	daján	'field, mountain'
(tũrn)	('turn')	dũd	'breast milk'
(radxaa)	('it changes')		

B. /t/ and /d/ word-finally

<u>List 1 (t)</u>		<u>List 2 (d)</u>	
áchet	'nothing'	rumêd	machete 'medicine'
basét	'basset (dog's race)'	rumêd	'medicine'
céjt	'oil'	bejd	'turkey'
guiajt	'tortilla'	lajd	'clothes'

C. /t/ and /d/ word-medially

<u>List 1 (t)</u>		<u>List 2 (d)</u>	
bitínán	'I went to hit'	gudínán	'I hit (past), I switched o. (e.g. a flashlight)'
chítiián	'I will go to scold'	gádiilán	'I will scold'
yutíibán	'we (excl) will go to wash'	yadíibán	'we (excl) will wash'
yutíidxán*)	'we (excl) will go to hug'	yadíidxán	'we (excl) will hug'
yutíixán	'we (excl) will go to break, ...tear'	yadíixán	'we (excl) will break, ...tear'
yutíjxán	'we (excl) will go to pay'	yadíjxán	'we (excl) will pay'

*) or: yudíidxán

Part 5: Cultural Observations.

Houses.

Most of the houses in Sto Domingo are simple, one-storied constructions made of adobe blocks. They are usually rectangular, have one door, one or two small windows and a tile roof. The roof is slightly sloped to one side.

This house serves as living- and bedroom as well as storage space for corn, palma, finished potatoes, etc. The only furniture might be a large woodbench, a small table with some chairs and beds. The beds are usually wood frames made of poles and sticks, covered with carisso (a type of bamboo) and potatoes. Blankets serve as covering. During daytime they often hang outside. Some well-to-do people own beds western style. Often curtains are used to divide the room.

The kitchen is usually a separate construction, made of adobe and carisso, or totally from adobe with an outlet window for the smoke. Open woodfires are used for cooking. Tortillas are made on a little stone table (which is also used for grinding chiles, etc) and cooked on a comal (metal plate)

Almost all houses are made of adobe blocks which are produced locally. Cement also is used in newer buildings. Sand for the cement comes from the local big river.

Some houses have porches. Cement floors, two-story-houses and whitewash add to prestige.

Almost all the houses have a family altar on one side of the room with the image of the virgin of Guadalupe

Zapoteco de Sto. Domingo Albarradas, Lesson 9

Part 1: Dialog (Buying in A Local Store) - I Version for Ilse

M: Xchǎán, ná Huǎán.	Greetings, doña Juana.
J: Xchǎán, ná Líá. ¿Xhiě rēnl síil?	Greetings, doña Margarita. What do you want to buy?
M: Rēnan gaziin sújcr.	I want to buy sugar.
J: {¿Tijb kílán yá? ¿Běil kílán rēnl?	{One kilo? How many kilos do you want?
M: Rēnan gaziin tio'óp kílán.	I want to buy two kilos.
J: Laán eye. ¿Níd ⁺) xhiéri ⁺⁺⁺) rēnl yá?	Here it is. Don't you want more?
M: ¿Níd ⁺) yu'ú céjt yá?	You have oil, don't you?
J: Áchět yu'ú.	We don't.
M: Ân bájy. . . Rēnan gaziin bia'-xtíl ⁺⁺).	Ah. I want to buy soap.
J: ¿Zaziil bia'-xtíl ⁺⁺) yá?	Are you going to buy soap?
M: Rēnan gaziin tijb bia'-xtíl ⁺⁺).	I want to buy one bar of soap.
J: Laán eye. ¿Laazán yá?	Here it is. Is that all?
M: Laazán cua'án. ¿Blác pajá gráán?	This I bought, no more. How much is it?
J: Gajálbitáp ^b } bēxá Gajálbitáp ^b }	Twenty-four pesos.
M: Laán eye.	Here it is.
J: Lée ni babí' eye.	Here is your change. (Lit.: That what returned here.)
M: Aán; dóo gadéedan niz eye zatíjb.	Alright; I am coming back another time.
J: Yo ô ⁺⁺⁺).	Alright.

+) níd and índ seem to be idiolectal variants of the same introducer for a question with expected affirmation.

+) bia'-xtíl and blia'-xtíl seem to be idiolectal variants of the same word, meaning 'soap'.

+) Some women say yoô, others yo.
Men might say yo or - as one younger women told us - yoyô;
alternatively they might say áán or - in the "shouting style" - aánô.

+) Some other speakers prefer xhiěré.

Zapoteco de Sto. Domingo Albarradas, Lesson 9

Part 1: Dialog (Buying in a Local Store) - II. Version for Wolfram

- | | |
|--|---|
| <p>F=don Fidencio</p> <p>1 A: Xchán, dád Fiděns.
F: Xchán, dád Alfrêd.</p> <p>2 A: ¿Yu'ú foquill par da-^{föcan} yá?
F: Gulëjz sí tibrájt, ^{fójcan}
 má ch́ica'ánán.
 láán gye.</p> <p>3 A: Ân bájy.
 Rënan gágu'ánán lën da-^{föcan}
F: Aán. ^{fójcan}
 ¿Ruzniín yá?</p> <p>4 A: Ân', ruzni cán zagdxéé.
 Ně bateriá rënan.
F: ¿Xhiě bateriá rën1?</p> <p>5 A: Bateriá doběz par da-^{föcan}
F: ¿Bělán quia'ál?</p> <p>6 A: Baneé tibnejzán.
F: Láán gye.
 ¿Laazán cua'ál yá?</p> <p>7 A: Ân', laazán.
 ¿Blăc najá grâán?
F: ^{Tibchíi} {Tiuubchíi} najá grâán.</p> <p>8 A: Láán gye;
 la't yayá'n, dád Piděns.
F: Yo, dád Álfô.</p> | <p>A=Alfredo (=Wolfram)
Greetings, don Fidencio.
Greetings, don Alfredo.
Do you have a bulb for my flashlight?
Wait a moment,
I will go to get it.
Here it is.
Oh, good.
I want to put it into my flashlight
Alright.
Does it light?
Yes, it lights well.
I also want batteries.
What kind of battery do you want?
Small batteries for my flashlight.
How many (will you take)?
Give me two (lit.: a pair) (of them).
Here they are.
Is this all (that you bought)?
Yes, this is all.
How much for all?
50(pesos)for all.
Here they are;
I am going home now, don Fidencio.
Alright, don Alfredo.</p> |
|--|---|

1. The Existential Verb yu'ú

It can be used with different time frames. It is often translated as 'there is/are, there was/were' or as '...have/has, ...had'.

¿Níd yu'ú céjt yá? 'Won't you have oil?'
not there-is oil question

Yu'úb ni naquich. 'It (anim.) has white spots.'
there-is-3anim REL-PRON. is-white

Tijb ijz yu'ún chi biríi da retrájtán.
one year there-was-1sg when COMF-come-out poss-mkr-1sg photo-1sg
'I was one year old when my picture was taken.'

2. Verb Phrases containing the Verb { rën } 'want'

The verb 'want' appears in the habitual, the following verb in the potential aspect.

In one exceptional case that we have encountered, only the second verb is inflected for person, while 'want' is not inflected:

¿Xhiě rën guiěbán? 'What does it mean?'
what HAB-want POT-say-3inanim

Elsewhere both the verb 'want' and the following verb are inflected for person:

Rënmán	síimán	guiajxtîl.	'He/she (resp) wants to buy bread.'
Rënreémán	síireémán	guiajxtîl.	'They (resp) want to buy bread.'
Rënan	gaziin	guiajxtîl.	'I want to buy bread.'
Ráyënreeé	yazíireé	guiajxtîl.	'We (incl.pl.) want to buy bread.'

In a negative utterance, the negativizer -t is attached to the stem of the verb 'want'; it is not repeated in the second verb:

Ád rënt mán síimán guiajxtîl. 'He/she does not want to buy
not HAB-want-NEG-3resp POT/buy-3resp tortilla-Spanish bread.'

Zapoteco de Sto. Domingo Albarradas, Lesson 9

Part 2: B. Notes on Phonology

Alveolar Grooved Fricatives

There are the two alveolar grooved fricative phonemes /s/ (fortis) and /z/ (lenis):

/risin/ [risi:[̄]ī] 'I go to buy (habitually)'

/rizin/ [rizi:[̄]ī] 'I buy (habitually)'

Intervocally, the contrast is easy to hear, because intervocalic /z/ is voiced, while /s/ is always unvoiced regardless of its environment.

In other environments, /z/ is more difficult to distinguish from /s/. It is, however, pronounced more lenis than /s/.

/sóp/ [sóp^h] 'soup'

/zohób/ [zóp(θ)] 'sit' (stative; without bound pronoun)

/gulēs/ [gūlé:s] 'raise, lift, pick up (sg)!'

/bēz/ [bæ:^sz] 'bee; fox'

Zapoteco de Sto. Domingo Albarradas, Lesson 9, Part 3: Drills

III. Question & Answer Drills: Substitution of Grammatical Categories (only A.I. for Lesson 9)

A. Non-directional Verb Forms

1. Potential Aspect

- | | |
|--|--|
| a) i. ¿Xhiě síil? | Gazí ^v in dxijt. |
| 'What are you (sg) going to buy?' | 'I am going to buy eggs.' |
| ii. ¿Xhiě síidí? | Yazíin dxijt. |
| 'What are you (pl) going to buy?' | 'We (excl) are going to buy eggs.' |
| b ⁺) i. ¿Xhiě síi xíndoo' guin? | Síix dxijt. |
| 'What is the boy going to buy?' | 'He is going to buy eggs.' |
| ii. ¿Xhiě síi reé xíndoo' guin? | Síireéx dxijt. |
| 'What are the boys going to buy?' | 'They (masc.) are going to buy eggs.' |
| c) i. ¿Xhiě síi biíndoo' guin? | Síim dxijt. |
| 'What is the girl ⁺) / child ⁺⁺) going to buy?' | 'She ⁺) / she-he ⁺⁺) is going to buy eggs.' |
| ii. ¿Xhiě síi reé biíndoo' guin? | Síireém dxijt. |
| 'What are the girls ⁺) / children ⁺⁺) going to buy?' | 'They (femin. ⁺ /famil. ⁺⁺) are going to buy eggs.' |
| d) i. ¿Xhiě síi bén gunáa guin? | Síimán dxijt. |
| 'What is the lady going to buy?' | 'She (resp.) is going to buy eggs.' |
| ii. ¿Xhiě síi reé bén gunáa guin? | Síireémán dxijt. |
| 'What are the ladies going to buy?' | 'They (resp.) are going to buy eggs.' |

⁺) men's talk

⁺⁺) women's talk

Zapoteco de Sto. Domingo Albarradas, Lesson 9
Part 3: Drills

I. Frame Drill

Frame: Guneél ... bêx guin gáca'án. 'Give me chile for ... peso(s).'

Substitution List:tijb	'one'
tio'óp	'two'
choón	'three'
tajp	'four'
gaay	'five'
xho'p	'six'
gajádx	'seven'
xhujún	'eight'
gaa	'nine'
chii	'ten'

II. Question & Answer Drill: Substitution of Things

- A. 1a) ¿Rènl quia'ál*)bitioóxh yá? 'Do you (sg) want (to take) tomatoes?'
 b) Ān', bitioóxh gáca'án. 'Yes (, I take tomatoes).'
- c) ¿Blácán rēnl? 'For how much do you want?'
 d) Guneél chii bêxán. 'Give me for ten pesos.'
- 2a) ¿Rènl quia'ál*)bitioóxh yá? 'Do you want tomatoes?'
 b) A'án, ád rēntan gáca'án bitiooxhí, 'No, I don't want (to take) tomatoes,
 rēnan gáca'án guin. I want (to take) chile.'
 c) ¿Blácán rēnl? 'For how much do you want?'
 d) Guneél chii bêxán. 'Give me for ten pesos.'
- B. 1a) ¿Rènl quia'ál*)guin yá? 'Do you want chile?'
 b) Ān', guin gáca'án. 'Yes (, I take chile).'
- c) ¿Blácán rēnl? 'For how much do you want?'
 d) Guneél chii bêxán. 'Give me for ten pesos.'
- 2a) ¿Rènl quia'ál*)guin yá? 'Do you want chile?'
 b) A'án, ád rēntan gáca'án guin, 'No, I don't want chile,
 rēnan gáca'án zéd. I want salt.'
 c) ¿Blácán rēnl? 'For how much do you want?'
 d) Guneél chii bêxán. 'Give me for ten pesos.'

*) Certain speakers prefer tia'ál.

Zapoteco de Sto. Domingo Albarradas
Lesson 9

Part 3: Drills

IV. Pronunciation Differential Drills
to practice the Contrast between /s/ & /z/

A. /s/ vs. /z/ word-initially

<u>List 1 (s)</u>		<u>List 2 (z)</u>	
cimiānt	'cement'	zinēm	'she is taking (some thing somewhere)
cepî	'brush'	zêên	'it (inan.) went, left (but has not returned)
salchíjch	'sausage, dachshound'	zatijb	'again'
sójp	'soup'	zójób	'sit' (stative; without bound pronoun)
sújcr	'sugar'	¿zum yá?	'will she enter?' (indef. fut.)

B. /s/ vs. /z/ word-finally

<u>List 1 (s)</u>		<u>List 2 (z)</u>	
nijs	'water'	nijz	'corn cubs'
gulēs	'raise, lift, pick up! (sg)'	bēz	'bee; fox'
godīējs	'sleep! (sg)'	bējz	'hunger'
vájs	'drinking glass'	bajz	'bow'
gutiajs	'jump! (sg)'	bagajz	'bathe (somebd. else)! (sg)'

C. /s/ vs. /z/ word-medially

<u>List 1 (s)</u>		<u>List 2 (z)</u>	
risiin	'I go to buy (hab.)'	riziin	'I buy (hab.)'
basēbán	'I threw away; lost'	bazēban	'I wetted, immersed; I hung (sth. to dry it.)'
basa'm	'she completed'	bizaa	'beans'
risōbán	'it (inan.) goes to sit down, it (e.g. a thorn) enters (e.g. the skin) (hab.)'	ruzōban	'I put, place (hab.)'
risúlojn	'I go to begin (hab.)'	rizúlojn	'I begin (hab.)'
gusá'm	'she will complete'	guzáam	'she will weave'
basa'm	'she completed'	bazaam	'she weaved'

Zapoteco de Sto Domingo Albarradas, Lesson No. 9

Part 5: Cultural Observations

Material Culture: Food

The main staples are corn and beans.

Accessory articles of diet are: squash and chilies, as well as some meat, eggs, tomatoes, wild greens, fruit, onions and garlic, vegetables like chayotes, cabbage, radishes as available.

Corn is harvested in October. The corncobs are collected in big baskets made from carisso, carried home by the men on head-strops, and then shelled by the women either by hand or with a little iron tool. Then the corn will be dried in the sun on large palm mats, and afterwards stored in the houses (living rooms) in huge containers made of palm mats (petates).

To get ready for use, corn is boiled and then brought to the electric corn mill near the village 'plaza' and school.

One man is usually assigned to run the mill in the early morning hours. The ground mass, mixed with some water, is the base dough for the huge round tortillas made by the women. They are first patted by hand and then put on a 'comal' - (huge round metal plate) with a fire underneath. In a few minutes, the tortillas are ready.

Around 5 o'clock pm, the mill is operated again - this time for beans. Women come from all directions and bring their boiled black beans to be pureed by the mill.

Squash seeds seem to be more popular than squash itself. They are dried in the sun, roasted and eaten. The flesh of squash is often fed to the animals, but occasionally boiled in water and eaten, esp. when yellow & sweet.

Verbs

síil	'you(sg) will buy (pot)'	zaziil	'you (sg) will buy (indef.fut.)'
gaziin	'I will buy (pot)'	yaziín	'we (excl) will buy (pot)'
rënl	'you (sg) want/like'	igulëjz!	'wait!'
rënan	'I want/like'	quia'ál	'you(sg) will receive, take
yu'ú	'there is / was'	chíca'án	'I will go to get'+)(pot)
cua'án	'I received/took (compl)'	gágu'ún	'I will put in (pot)'
najá	'is/was (copula)'	ruzni	'light(s) (hab., 2nd&3rd pers.
babí'	'returned (compl)'	gadëédan	'I will pass (pot)'
ibaneé!	'give!'		

Additive

- ně 1. (between verb stem & subj.)
'with' (pointing ahead to
instr. or accompaniment)
(If subj. is 1 sg, it takes
the form ně'é-n.)
2. (in other positions)
'with; also'

Unidentified

-sí(i)

+) potential, motion away

Zapoteco de Sto Domingo Albarradas, Lesson 10

Dialog: Trip to Mexico

1a) ¿ Má huejł Měxhcw yá? Have you been in Mexico already

b) Má huăan. Yes.

2 a, i. ¿ Xhiě naágnajá Měxhcw? How was it there in Mexico?

ii. ¿ Ruládxil ní yá? Did you like it?

b) Ruládx dá'tan I liked it.

3 a) ¿ Laadx ⁿⁱbi ⁿⁱ ní? And the air there?

b) Ganăx go'xh gasolínán Nothing but gasoline fumes.

4 a, i. Laadx dhihuêl pasiéjr, And when you took a walk,

ii. ¿ índ ^{*)}ridxebil camiô ré yá? were you not afraid of the buse

b, i. Ád ridxebtan, I was not afraid,

ii. per guxim naquie'éyrjnréan. but they made a lot of noise.

5 a, i. Chirej tēl lēn Méjtr, When you took the metro,

ii. ¿ índ ^{*)}ridxebil ní yá? were you not afraid there?

b, i. Ridxebcán ní, I was afraid there,

ii. ^{wendäd}dín ^{*)}dád ^{*)}ridxa bejní. because it was full of people.

*) Other speakers prefer níd
 **) Old " " huéndäd

*) idiolectally varying between dín and díin

Zapoteco de Sto Domingo Albarradas, Lesson 10

Part 2:

A. Notes on Grammar

Affirmations & Negations

An affirmative answer to a yes/no question can be intensified by inserting the morpheme /-k-/ (which apparently contains an inherent high tone) between the verb stem and the bound pronoun:

Zuquím 'She will definitely come in'

instead of

Zum 'She will come in'

In the text of this lesson we find this morpheme in utterance (St

Ridxebcán nî 'I am/was (certainly) afraid there....'

A declarative negation has two negative markers:

ád precedes the aspect prefix,

-t follows the verb stem.

An example occurs in (4b) of this lesson:

Ád ridxebtan.... 'I am/was not afraid....'

In negative yes/no questions there is only one negative marker; it precedes the aspect prefix. This kind of question is asked when the speaker expects an affirmative answer.

/contin.

Zapoteco de Sto. Domingo Albarradas, Lesson 10

Part 2 A., contin.

We have encountered the idiolectal variants
níd and índ of the negative marker.

The one or the other will, without further
comment, be written according to the speaker
from whom we heard the particular utterance
first.

¿Níd yu'ú céjt. yá? 'Won't you have oil?'
(Lesson 9)

¿índ ridxebil nî yá? 'Were you not afraid there?'
(Lesson 10)

Zapoteco de Sto Domingo Albarradas Lesson 10

Part 2: A. Notes on Grammar, end

The clauses of an adversative sentence are connected by the conjunction per, obviously a loan from the Spanish pero 'but', as in (4b) of this lesson:

Ád ridzebtaŋ, I was not afraid,
per guxin naquie'éy rüjnren but they made a lot of noise

A causal clause can be introduced by the conjunction dín,^{**} as in (5b, ii):

dín^{**} dâd^{*} ridxa bején 'because people used to fill it very much

The habitual aspect is marked by a verb — initial r-:

2a, ii ¿Ruladxil nî yá? 'Do/did you like it?'

2b) Ruládx dá'tan. 'I like/liked it very much.'

3a) ¿Laadx bi ribi 'nî? 'And the air that blows/blowed there?'

4a, ii ¿índ ridxebil camiô ré yá? 'Are/were you not afraid of the buses?'

4b) Ád ridxebtaŋ, I am/was not afraid, but
per guxin naquie'éy rüjnren they make/made a lot of noise.

5a) Chi rej tël lën Méjtr, When you take/took the Metro,
 ¿índ ridxebil nî yá? are/were you not afraid there?

5b) Ridxebcán nî, I certainly am/was afraid there,
dín^{**} dâd^{*} ridxa bejní. because people fill/used to fill it very
 much.

*or: huéndâd, as old people would say

**individually varying: dín and dín

Zapoteco de Sto Domingo Albarradas, Lesson 10

Part 2: B Notes on Phonology

The following alveopalatal affricates exist:

/č̣/ (fortis) and /j̣/ (lenis).

/č̣/ is spelled <ch> and /j̣/ <dx>.

As in the case of the alveolar grooved fricatives, the contrast between fortis and lenis is easy to hear when the consonants occur intervocalically; at least some speakers voice intervocalic /j̣/, while /č̣/ is always voiceless, regardless of its environment.

/da bič̣án/ [ṭābi·č̣án] 'my brother' (men's talk)

/da bij̣án/ [ṭābi·j̣án] 'my frog; toad'

An aspirated syllable nucleus is echoed after the aspiration when the nucleus precedes /j̣/ but not when it precedes /č̣/:

/gubiḥj̣/ [gu'bihič̣] 'sun'

/žiḥč̣/ [žiṿxtṣ̌] 'behind, beyond'; primary meaning: 'back (body part)'

At least one speaker voiced /j̣/ even post-pause:

/jiin/ [ji·īn] (in isolation, slow) or [jīn] (in context fast) 'work'

Other speakers pronounce it voiceless post-pause: [čīn]

/cont.

Zapoteco de Sto. Domingo Albarradas, Lesson 10

Part 2: B. Notes on Phonology, cont.

In contrast, /č/ is voiceless in this position as everywhere else:

/čiini/ [č̥īīn̄θ] (one speaker) or [č̥īīn̄l] (his wife)
'fifteen'

Preceding pause, both consonants are voiceless aspirated, /č/ is pronounced fortis, /j/ lenis.

/gřč(i)/ [g̃ī.č̥^(h)l̄] 'metate (a flat basket, weaved of palm)'

/wřj(i)/ [wī.j̄l̄] / [wī.č̥l̄] 'day after tomorrow'

Zapoteco de Sto Domingo Albarradas, Lesson 10.

Part 3: Drills

Drilling deleted questions and answers.

Full question & answer	Deleted question & answer
¿Má wejl Mëxhcw yá? Were you already in México?	(Were you there already?)
Än', má wäan ni.) } *) Yes, (I was already ^{there} in México.)	Má wäan. I was already there.
¿Ruladxil Mëxhcw yá? Did you like México?	¿Ruladxilán yó? Did you like it?
¿Xhië naág najá bi ribi' Mëxhcw? How is the air in México?	¿Xhië naág najá bi ribi' ni' How is the air there?
Bi ribi' Mëxhcw ganäx gó'xh gasolinán. The air in México is full of gas fumes.	Ganäx gó'xh gasolinán Nothing but gas fumes.
¿Índ ridxebil camiô ré yá? Were you not afraid of the buses?	¿Índ ridxebil laaréén yá? Were you not afraid of them?
A'an, ád ridxebtan camiô reé, No, I was not afraid of the buses,	Ád ridxebtan laaréén. I was not afraid of them.
per ridxeban Méjtr. but I was afraid of the Metro.	Ád ridxebtan laaréén, Not of them, per ridxeban Méjtr. but of the Metro.

*) The part in parentheses can be omitted in conversation with familiar persons.

A. /č/ vs. /j/ word-initially

List 1 (č)

chiinn 'fifteen'
Chéjɲ 'Josefina'

List 2 (j)

dxiin 'work'
dxej 'day'

B. /č/ vs. /j/ word-finally

List 1 (č)

yagguičh 'fir tree'
guičh(í) 'metate'
gui'ch 'paper'
bijch 'man's brother'

List 2 (j)

hualidx 'daughter-in-law'
huǐdx(í) 'day after tomorrow'
diidx 'word, language'
gubijdx 'sun, day'

C. /č/ vs. /j/ word-medially

List 1 (č)

guǐch(í) 'metate'
échéɲ 'nothing'
x(í) guǐchím 'her metate'
da bíchán 'my brother
(ego: male)'

List 2 (j)

huǐdx(í) 'day after tomorrow'
mádxêd 'machete'
liúdxín 'her tongue'
da bídxán 'my frog, toad'

Zapoteco de Sto Domingo Albarradas , Lesson No. 21

Part 5: Cultural Observations

Social Anthropology: Political Organisation
Councils and Officials

The mayor of the town is replaced every year. When a new mayor is appointed, usually at the end of the year, a big fiesta is held to his honor (except the mayor is evangelical and does not want it). For that year, the mayor is busy in office. He does not get any money and cannot care for his family.

Frequently he has meetings with the elders (mostly after work in the fields) and community matters are discussed.

There are "Alcaldes" and "Regidores", but as to their functions we still have to investigate.

Lesson 10, Part 4: Useful Isolated Phrases

Differences between Don W.'s and Juan V.'s speech.

{ Laadx bál yátiaán? (W) } 'And if we (dual)
{ " " yase'nán? (J) } erase it?'

{ Gutiañ ni quie yá? (W) } 'Shall I erase it?'
{ Guse'nán ni quie yá? (J) }

{ Má batiánán. (W) } 'I have (already) erased it.' -
{ " base'nán. (J) }

{ Gucán cárt ~~da~~ ^{dín} yaxhálan loj da náan. (W) } 'I am going to write
{ Guiñán quich " " " " " (J) } a letter in order to
send it home to my mother'

{ Bagaál bajl. (W) } 'Turn the light on.'
{ " quij. (J) }

Zapoteco de Sto Domingo Albarradas, Lesson 11

Dialog: Trip to Mexico, Part 2

- 6 a) ¿ Má huejl pasiéjr
guid'ǐb loj ciudá Měxhcw yá? Did you go around in
the whole city of México?
- b) Tib da'anzí nūn bēen I hardly know
- 7 a) ¿ Nǐx najá(reé)yu yu'úrcé nǐ yá? Are the houses there pretty?
- b) Ān', nǐx dá't najáreén Yes, they are pretty.
- 8 a) ¿ Yu naróobreén yá? Are the houses big?
- b) Ān', yu naróobreén. Yes, the houses are big.
- 9 a) ¿ Má huejl ro' yadoo Huadlújp yá? Have you been in the
cathedral of the Virgin of
Guadalupe?
- b) Ān', má huǎan. Yes, I have been there.
- 10 a) ¿ Má huejl lǒdzojób
Palá's Nacionâl yá? Have you been at the
National Palace?
- b) Ān', má huǎan. Yes, I have been there.
- 11 a) ¿ Nǐx najánǐ yá? Is it pretty?
- Zro' j
b) Těcsí fuín najánǐ. (It is) marvellous.
Těcsí nǐx najá.

Zapoteco de Sto Domingo Albarradas, Lesson 11

Part 2: A. Notes on Grammar

The stative Aspect

The stative aspect can be marked in various ways, depending on the verb. Some stative verbs have the prefix *na-*, such as *naroób(ré)(n)* 'be big' in (8), also the singular forms *najá(n)* in (11) ^{and the plural} forms *najá(ré)(n)* 'be' in (7) and (11) of this lesson and in (2b, i) of the previous lesson.

In Lesson 8 we already encountered *noyaag* 'be cold' in (2) and *nága'á(b)* 'be lying there' in (5a).

Two stative verbs without the prefix *na-* are

1. *yu'ú(ré)* 'exist' in (7a) of this lesson and in the question *¿Níd yu'ú céjt yá?* 'Won't you have oil?' of Lesson 9

2. *zojób* 'be sitting, be there, stay' in (10a) of this lesson.

Zapoteco de Sto. Domingo Albarradas, Lesson 11

Part 2: B. Notes on Phonology

Retroflexed Alveopalatal Grooved Fricative Phonemes

fortis: /š/ ⟨xh⟩ (or, preceding /č/, ⟨x⟩) [š̥]

lenis: /ž/ ⟨x⟩ [ž] and [ž̥]

As in the case of the alveolar grooved fricatives and the alveopalatal affricates, so in the case of the retroflexed alveopalatal grooved fricatives the fortis/lenis contrast is most easily heard in intervocalic position, where the lenis consonant is voiced while the fortis one is voiceless in any position:

/gušin/ [kūš̥i:n̄] 'evening'

/gužin/ [gūž̥i:n̄] 'very; broken'

In other environments the lenis consonant may be voiced in slow, careful speech. Normally it is actualized as a lenis voiceless consonant; what remains, then, is the fortis/lenis distinction in the pronunciation of the two consonants:

/šo'p/ [šo'Op̥] 'six' ; /žöb/ [žö·p̥ʰ] 'corn'

Zapoteco de Sto. Domingo Albarradas, Lesson 11

Part 2: B. Notes on Phonology, cont.

Some vowels are modified in the environment of retroflexed alveopalatal grooved fricatives.

/e/ and /ɛ/ following either of these consonants have a high offglide:

/šə/ [š^ye^ʔE] 'what'; /žəb/ [ž^yə^ʔp^h] 'José'

The two men with whom Wolfram worked most preferred to write this offglide:
 {xhie^ʔ} 'what?'; {X.iëb} 'José'

/i/ preceding either of these consonants has a central onglide:

/mist/ [mi^əšt^h] 'cat'; /niž/ [ni^əž] 'nice, pretty, tasting good'

Zapoteco de Sto Domingo Albarradas, Lesson 11

Part 3: Drills.

I. Transform Drills

Q: Nix najá(re)yu yu'úreénî yá? Are the houses there pretty?
 Positive Negative

Ǻn' nix dá't najáreén.
 Yes, they are pretty.

A'án, ád nixt najáreén, ~~padxiúdx dá't~~ ^{najáre} _{very di}
 No, they are not pretty, they are

Q: ¿Yu naróobreén yá? Are the houses big?
 Positive Negative

Ǻn' yu naróobreén.
 Yes, the houses are big

A'án, yu dobězreén.
 No, the houses are small

Q: ¿Yu'ú ^(n?)ziéndá't reé cójch yá? Are there many cars?
 Positive Negative

Ǻn', yu'ú ziéndá't reén.
 Yes, there are many

A'án, choónzán yu'ú.
 No, there are few.

Q: ¿Zlyájgreé cáy quin yá? Are the streets broad?
 Positive Negative

Ǻn', zlyájg dá't reén.
 Yes, they are broad.

A'án, ~~naděé~~ reén.
 No, they are narrow.

Zapoteco de Sto Domingo Albarradas Lesson 11

Part 3; Drills, contin.

Carí riza
 Q: ¿Méjtr (nî) yá? ^{drive} Does the Metro fast?
 Positive Negative

Än', carí da't rizaán. ^{very} Yes, it drives fast. A'án, chawzí rizaán. No, it drives slowly.

Q: ¿Barâd rido' nî yá? Are things there cheap?
 Positive Negative

Än', barâd rido' nî. Yes, things there are cheap. A'án, wayëjx da't rido' nî. No, things there are expensive.

Q: ~~It is easy to find work there?~~
 Positive Negative

¿Zagdxë najá reé quiajt rido' nî yá? Are the tortillas that are sold there good?
~~Yes, it is easy to find work~~ ~~No, it is difficult to find work~~
 ¿Zagdxë najá reé quiajt yu'ü ré nî yá?

Q: ¿Zagdxë najá reé quiajt nî yá? Are the tortillas there good?
 { ¿Zagdxë najá quiajt yu'ü ré nî yá? }
 Positive Negative

Än', zagdxë najá reén. Yes, they are good. A'án, ád zagdxët najá reén. No, they are not good.

Zapoteco de Sto. Domingo Albarradas, Lesson 11

Part 3: Drills

II. Pronunciation Differential Drills
to Practice the Contrast between /š/ <xh> and /ž/ <x>

A. /š/ vs. /ž/ word-initially

<u>List 1 (š)</u>		<u>List 2 (ž)</u>	
xhíl	'saddle (for a horse)'	xíllí	'sheep'
xhiě?	'what?'	x iěb	'José'
xho'p	'six'	xōb	'corn'

B. /š/ vs. /ž/ word-finally

<u>List 1 (š)</u>		<u>List 2 (ž)</u>	
guijxh	'net'	riguijx	'pay habitually (without bound pronoun)'
nadōxh	'be wild, mad'	lōx	'finish' (as a modal verb)
gudojxh	'...barked (without bound pronoun)'	lojx	'his face'
(gutūjxh')	'...peeled' (without bound pronoun)'	rulūūx	'he teaches, shows (hat

C. /š/ vs. /ž/ word-medially

<u>List 1 (š)</u>		<u>List 2 (ž)</u>	
guxhin	'evening'	guxin	'very; broken'
gāxhán	'it (inanim.) will pull up'	riguijxán	'I pay (hab.)'
guxhālan	'I opened'	bixālan	'I went to have surgery (went to be opened ?)'
da guijxhan	'my net'	(chígdi jxán	'I/it (inanim.) will go to pay again'
gutūxhán	'I peeled (sth.)'	rulūūxán	'he teaches, shows it (habitually)'
gutūxhán		rulūūxán	
x-guijxhim	'her net'	gudijxán	'pay it!'
		gudijxim	'pay her!'

Zapoteco de Sto Domingo Albarradas, Lesson 18

Part 5: Cultural Observations

Material Culture: Personal Care and Decoration

2. Personal Appearance

Hair-dressing. Women usually wear long, men short hair. Women part their hair in the middle and braid it either in one or two braids. Elderly women with rather thin hair like to braid colourful satin-bands into their hair to give the braids more body and to lengthen them.

Younger women who have been living in the city often wear short hair, even with curls, or shoulder-long open or tied in the neck with rubber bands.

Men shave only occasionally - beards are not growing so abundantly than on Europeans. Electric razors are valued for their hair-cutting abilities. Only one hair-cutting was observed, when a 17 year old boy cut the hair of a 4-year-old. He took a piece of newspaper, made a hole in the middle, put it around the boys neck and cut the hair with a pair of big, old scissors.

Jewelry. Women and girls wear earrings, and very often necklaces.

Zapoteco de Sto Domingo Albarradas, Lesson 12

Xcuënt tijb xín bacáa tigrídl.
 Story about a ^(boy who caught it) Tigrillo, Part 1

- | | |
|--|--|
| 1. Huãan dajàn guiáal. | I went to the field at night |
| 2. Bínë'én choónn bë'cw, | I took 3 dogs with me |
| 3 stíjb xíndoo. | and another boy. |
| 4. Per bidxinán niz lata' guial-yëjsh. | We arrived at the place with the Avocado trees |
| 5. Gudojxh ré-bë'cw guin. | The dogs barked |
| 6. Ladxél búquiaán. | Then we went to see |
| 7. Ladxél ruguiãan ridojxh ré-bë'cw guin, | Then I heard the dogs bark, |
| 8. per ád raya x tréb guiniáazréb. | but they did not get ready to seize the animal |
| 9. Ladxél gudínán guij | } *)
Then I switched on |
| 10. fójc ni ca'án. | |
| 11. Ladxél ruguiãan zojób be guin loj guij guin. | Then I saw the animal sitting in the light. |
| 12. Ladxél gutiajs tijb bë'cw guin, | Then one dog jumped, |
| 13. ladxél gunaazib laab. | then he seized him |
| 14. Ladxél bixhoát: grâ ré-bë'cw guin, | Then the other dogs got at him, |
| 15. Gojcxhej;cá guínréb laab, | Some time passed, |
| 16. xt beenréb gân ba guij tréb laab. | as they were fighting with him, |
| *) or: Ladxél báznii da föcan. | until they succeeded to kill him |

Zapoteco de Sto Domingo Albarradas, Lesson 12

Part 2: A Notes on Grammar

Aspects: 1. Progressive (or: continuative)

When an action is in progress, the progressive aspect is used, marked by a verb initial /k-/ with high tone (or in the first person dual and plural: upglide) on that syllable. In this lesson we have an example in no. 15:

... cáguĩnréb... '... they (animals) are/were fighting....'

Bilingual native speakers often translate the progressive aspect into Spanish as present continuous tense, even if it occurs in a narrative in the past.

Other examples already occurred in Lesson 4:

[šəkayühündi] 'What are you doing?'

[kaidaʔowǎřʔsiʔil] 'We (excl) are eating breakfast.'

[še.kayaʋwɪdɫ] 'What are you (pl) eating?'

[kaidaʔowɪŋgʔahtštɪ·l kɔntṣ̌i·xɪtɫ] 'We are eating bread w. egg.'

[šəkayɔvkřistĩ·ʔĩ] 'What is Christina eating?'

[gʔahtštɪ·l kayɔvmkɔndži·xɪtɫ] 'She is eating bread with egg.'

Zapoteco de Sto Domingo Albarrados, Lesson 12

Part 2:A. Notes on Grammar, contin.

2. Motion/aspect portem anteau morphemes.

Sometimes a morpheme indicates motion as well as aspect, such as the prefix {búg-} in bú-quia án 'we (excl.) went to see' (6). The prefix indicates motion away and completive aspect, and is used with the first person dual or plural.

With other persons, the form of this prefix occurring with this verb is {bíg-} Before being edited, (6) was:

Chél bí-quiãan 'Then I went to see.'

i.e. first person singular

Zapoteco de Sto. Domingo Albarradas, Lesson 12

Part 2. 3: Notes on Phonology

The Alveolar Nasals /n̥/ (fortis) and /n̄/ (lenis)

This particular fortis-lenis distinction is not without idiolectal exceptions in Sto. Domingo, but it still is important enough to be noted and learnt.

In phrase-final position,

/n̥/ is pronounced as a fortis alveolar nasal, ,
 /n̄/ as a velar nasal or as nasalization of the preceding vocoid.

/çī?in̥/	[çīīn̥]	<chiinn>	'fifteen'
/ʃçī?in̥/	[ʃçīīn̥]	<dxiin>	'work'
/gùžú?ùn̥/	[gùžú?ùn̥]	<guxáinn>	'POTENTIAL-run'
/gú?ùn̥/	[gú?ùn̥]	<guáin>	'POT/do,make'

In phrase-medial position, only /n̥/, but not /n̄/, assimilates to the following stop.

/n̥/ has only the one allophone [n̥],
 while /n̄/ has the three allophones [ŋ, n, m] (/m, n̄/ are partially overlapping)

Furthermore, there can be a voiceless or voiced open transition between /n̥/ and a following stop, but not between /n̄/ and a following stop.

/çī?in̥ gəmiž/	[çīīn̥(ŋ)gəmiž]	<chiinn gənix>	'fifteen shirts'
/ʃçī?in̥ kùlăz/	[ʃçīīn̥(ŋ)kùlăz]	<xchiin Culăz>	'Nicolas's work'
/gùžú?ùn̥ kùlăz/	[gùžú?ùn̥(ŋ)kùlăz]	<guxáinn Culăz>	'Nicolas will run'
/gú?ùn̥ kùlăz gən̄/	[gú?ùn̥(ŋ)kùlăz gən̄]	<guáin Culăz gən̄>	'Nicolas will win'

/çī?in̥ bêž/	[çīīn̥(l)bêž]	<chiinn bêx>	'fifteen pesos'
/ʃçī?in̥ bêd̄/	[ʃçīīn̥(ŋ)bêd̄]	<xchiin Bêd̄>	'Pedro's work'
/gùžú?ùn̥ bêd̄/	[gùžú?ùn̥(ŋ)bêd̄]	<guxáinn Bêd̄>	'Pedro will run'
/gú?ùn̥ bêd̄ gən̄/	[gú?ùn̥(ŋ)bêd̄ gən̄]	<guáin Bêd̄ gən̄>	'Pedro will win'

cont./

Zapoteco de Sto. Domingo Albarradas, Lesson 12

Part 2 B contin.

In word-medial position, the distinction between intervocalic /n/ and intervocalic /ɲ/ is actualized as fortis vs. lenis articulation of the nasal. Furthermore, the vowel preceding /ɲ/ is pronounced slightly shorter than the vowel preceding /n/.

- /ád wānētānān/ [ad° wānē: tānān] <ád wannētanán> 'I have not yet talked/spoken'
- /ád wānētānān/ [ad° wānē: tānān] <ád wanētanán> 'I have not yet given it' it
- /gūnēnān/ [gūnē: nān] <gunnēnán> 'I spoke it'
- /gūnēnān/ [gūnē: nān] <gunēnán> 'I will give it'
- /gūžūnān/ [gūžū: nān] <guxānann> 'I will run'
- /gūnān gān/ [gū: nān gā: n] <guínán gān> 'I will win'

/ɲ/ cannot, within a word, be followed by /l/, /b/, or /m/ without a voiced open transition.
 /n/ on the other hand, within a word, can be followed by the same consonants immediately; there is no transition.

/ɲ/ is pronounced [ɲ] preceding /l/
 [m] " /b/

/n/ is not pronounced preceding the bound 3rd person familiar feminine pronoun {-m}.
 We have had a hard time perceiving it preceding the bound 3rd person respect pronoun {-mán}, even though two different language helpers said that they pronounce it in slow, careful speech and that they prefer it written.

- /gūžū?ūnīl/ [gūžū?ūnīl] <guxáinnil> 'you (sg) will run'
- /gū?ūnīl gān/ [g'ū?ūnīl(ɨ)gān] <guáinnl gān> 'you (sg) will win'
- /gūžū?ūnīb/ [gūžū?ūnīp^h] <guxáinnib> 'it (anim.) will run'
- /gū?ūnīb gān/ [g'ū?ūnīb gān] <guáinnb gān> 'it (") " win'
- /gūžū?ūnīm/ [gūžū?ūnīm] <guxáinnim> 'she (women's talk: she-he)
- /gū?ūnīm gān/ [g'ū?ūnīm gān] <guáinn gān> 'she(wom's t:she-he)will win'
- /gūžū?ūnīmán/ [gūžū?ūnīmān] <guxáinnimán> 'he-she (resp) will run'
- /gū?ūnīmán gān/ [g'ū?ūnīmān gān] <guáinnmán gān> ' " (") " win'

We have not found this fortis-lenis distinction in initial position.

Zapoteco de Sto. Domingo Albarradas, Lesson 12 - Part 3: Drills

I. Question & Answer Drill

One Verb in Four Different Aspects

¿Xhié gyúün bē'cw guin?	'What will the dog do?'	Tōxhib.	'He will bark.'
¿ " cáyújn " " ?	' " is " " doing?'	Cádójxhib.	'He is barking.'
¿ " riújn " " ?	' " does " " do?'	Ridojxhib.	'He barks.'
¿ " béen " " ?	' " did " " do?'	Gudojxhib.	'He barked.'

II. Context Forcing Drill

Three Different Time Frames and Aspects

Lumáá...guíd.

'A while ago...(a) chicken.'

...gunaaz mǐxt(i) guin...

'...the cat seized...'

...bag újt mǐxt(i) guin...

'...the cat killed...'

...gudaw mǐxt(i) guin...

'...the cat ate...'

...gudijín mǐxt(i) guin...

Gandóo ... guíd.

'In a while...(a) chicken.'

...guiniáaz mǐxt(i) guin...

'...the cat will seize...'

...gug újt mǐxt(i) guin...

'...the cat will kill...'

...gǎw mǐxt(i) guin...

'...the cat will eat...'

...quín mǐxt(i) guin...

Guixiê guixiê ... guíd.

'Daily...(a) chicken.'

...riniaaz mǐxt(i) guin...

'...the cat seizes...'

...rug újt mǐxt(i) guin...

'...the cat kills...'

...raw mǐxt(i) guin...

'...the cat eats...'

...riguín mǐxt(i) guin...

Zapoteco de Sto. Domingo Albarradas, Lesson 12 - Part 3: Drills

III. Phonological Drill, Contrasting /n̄/ <nn> and /n̄/ <n>

List 1: /n̄/ <nn>

List 2: /n̄/ <n>

A. phrase-finally

chiinn	'fifteen'	dxiiin	'work'
guxáinn	'will run (with- out subject)'	guáin	'will do, make (without subject)'

B. phrase-medially

chiinn bêx	'15 pesos'	xchiin Bêd	'Pedro's work'
guxáinn Bêd	'Pedro will run'	guáin Bêd gân	'Pedro will win'
chiinn gamîx	'15 shirts'	xchiin Culăz	'Nicolasa's work'
guxáinn Culăz	'Nicolasa will run'	guáin Culăz gân	'Nicolasa will win'

C. word-medially

ád wannĕtanán	'I have not yet spoken/said it'	ád wanĕtanán	'I have not yet given it'
gunĕnán	'I have spoken/ said it'	gunĕnán	'I will give it'
guxáinnan	'I will run'	guánán gân	'I will win'
guxáinnil	'you (sg) will run'	guáinl gân	'you (sg) will win'
guxáinnib	'it (anim) will run'	guáinb gân	'it (anim) will win'
guxáinnimán	'he-she (resp) will run'	guáinmán gân	'he-she (resp) will win'
guxáinnim	'she (famil.) will run' / women's talk: 'she-he (fam.) will run'	guám gân	'she (famil.) will win' / women's talk: 'she-he (fam.) will win'

Zapoteco de Sto Domingo Albarradas Lesson No. 12

Part 5 Cultural Observations.

Material Culture: The Food Quest

1.) Food - gathering.

We were told that greens are collected in the mountains and eaten.

Cactus - leaves are popular too, especially the young, tender ones. One day a man brought us some from the fields. They had holes in the middle - he had picked them with a stick to protect his hands from the spines.

Insects. A fat, noisy insect is caught and eaten.

(Name of the insect has still to be inquired)

One day on a trip to the river we could observe a boy catching it. He took a long stick, dipped the one end into a white sticky juice obtained from a plant, and reached out to the insect. After several attempts he was successful and the insect could be collected from the tip of his stick. As to the preparation procedures, we had no opportunity to observe.

Fruits are collected as they are in season. There are many fruit trees in the fields (mangoes, guayavas, etc) Everybody seems to have the right to gather the fruits. Cactus fruits are also very popular.

2.) Hunting.

Hunting of rabbits (and sometimes deer) is popular. The rabbits are hunted at night with the help of dogs. To kill the animal, guns are used.

Zapoteco de Sto Domingo Albarradas, Lesson 13
Story about a Tigrillo, cont.

16. Gojc xchej; ^{xt}been rēb gân - ... ^{until} time they
bagüjtrēb laab. succeeded to kill him'

17. Ladxél balógdxiaan bē'cw guinreé. 'Then I chased away the dogs

18. Ladxél bāca'án be guin, Then I picked up the animal
chi baguiāan tigrillán. and saw that it was a tigrillo.

19. Ladxél má nusēbān laab. I was already going to throw him
away

Alfredo, Wences? 20. Abí'na xíndoo (zihē'én): when the boy who was with me saw
Natividad, Paula (Nabí't)

21. 'Boca'áb, dín chú'bixhüd lēnb, 'Pick him up ^{again} to stuff him

22. dín gúguiaá ré- xíndoo laab lu guiedx. " so that the boys in the
village can see him

23. "Yo", rēen, |ladxél bágu'ún laab. "Good", I said, then I put
lēn da guijxhan. him into my net.

24. Ladxél báyaáltan laán, Then I hung it over my shoulder

25. ladxélt bayó'pán lu guiedx. Then we returned to the village

26. Badxé'én bixhüd lēnb. We stuffed the animal

27. Ze gulox cuēnt guie This is how the story ends

ni bié'ón dojàn guiáal. how we went to the field at
night

Zapoteco de Sto Domingo Albarradas, Lesson 13

Part 2: I, Notes on Grammar

1. Aspects: Unreal

When an action in the past was intended but not carried out, the verb has an initial /n-/, as in (19):

Ladzél má nuséban laab. 'I was about to throw it away.'

2. Imperatives:

An example occurs in (21):

Baca'áb, ... 'Pick it (the animal) up; ...'

The completive aspect prefix is used. No subject pronoun occurs, a bound object pronoun (third person animate) is directly attached to the verb stem.

3. Bound pronoun attached to a preposition.

In (21 & 26) the word *lën* 'inside (lit: stomach)', used as a preposition, is followed by a bound pronoun (third person animate):

lënb 'inside it (i.e. inside the animal)'

4. The animate pronominal object

The free pronoun is used except in imperatives. (There is no subject pronoun in imperatives)

Examples for declarative clauses:

Zapoteco de Sto Domingo Albarradas, Lesson 13

Part 2: Notes on Grammar, contin.

Less. 8:4 ... chi bídzag lójn laab '...when I encountered it (i.e. the snake

" 12:13 ladzél gunaazib laab 'then he (i.e. the dog) seized him
(i.e. the tigrillo)

" 12:15 Gojexchej cáguñréb laab, ^{'Some time passed'} ... as they (i.e. the dogs) were fighting
with him,

" 13:16 x̄beenréb gân bagüjtréb 'until they succeeded to kill him'
laab.

" 13:19 Ladzél má nusēban laab. 'I was already going to throw him
away.'

" 13:22 dín gúguiaáré zhíndoo laab ... 'so that the boys may see him

" 13:23 ... ladzél bágu'ún laab '... then I put him into my
lën da guijshan net'

" 13:24 Ladzél býaáltan laab 'Then I hung him (i.e. the
tigrillo in the net) over my
shoulder'

In Imperatives, the bound pronoun is used (for the object).

Less. 13:21 Baca'áb... 'Pick him up...'

Zapoteco de Sto. Domingo Albarradas, Lesson 13

Part 2 - II. Notes on Phonology

A. Laterals

There seems to be a distinction between a fortis and a lenis lateral. But apparently the functional load of this distinction is very low. Native speakers themselves do not often make it clear in their pronunciation. Only in situations where it becomes essential do they seem to become aware of it:

/yàšá _l án/ [yāšá _l án]	<yaxhá _l án>	'I will send (e.g. a letter) home'
/yàšá _l án/ [yāšá _l án]	<yaxhá _l án>	'it (e.g. an electronic device) will open (e.g. a door) again'

B. Vibrants

Apparently there is only one vibrant phoneme. It is mostly flapped. We have observed a tendency to trill it in such loans from Spanish that have a trill in Spanish, unless there is a rising tone on the following vowel in the Zapotec version of the loan. (This at least was our language helper's explanation why the third of the following words begins with a flap rather than a trill.)

/râd/ [rã _l ·t ^h]	<râd>	'radio'
/rôm/ [rã _l ·o _l ·m]	<Rôm>	'Rome'
/rănc/ [rã _l ·nã ^h]	<rănc>	'ranch'

Zapoteco de Sto. Domingo Albarradas, Lesson 13 -- part 2: II. Notes on Phonology
The Alveolar Laterals /l̥/ (fortis) and /l/ (lenis)

This is another contrast missing in certain idiolects, even in idiolects where the contrast between /l̥/ and /l/ exists.

List 1: /l̥/

List 2: /l/

A. word- and phrase- initially

- | | | | | | |
|----------------------------|-----------------------|--|------------------|-------------------|-------------------------|
| 1. /l̥həʒ/ [l̥ahəʒ] <lajx> | 'his (familiar) name' | /l̥əhs/ [l̥əhs] | <lajs> | 'thin, simple' | |
| 2. /l̥həʒ/ [l̥əhəʒ] | | /l̥əhəʒ/ [l̥əhəʒ] | <lojx> | 'his (fam.) face' | |
| 3. /l̥öʒ/ [l̥öʒ] | <löx> | 'to finish' | /l̥əʒ/ [l̥əʒ] | <lâx> | 'his (fam) name is ...' |
| 4. /l̥əhəʒ/ [l̥əhəʒ] | <lajd> | 'a certain kind of stone';
the morpheme is part of the compound
(gyä-ləhd/ [gä-l̥əhəʒ] guialajd) | /l̥əhd/ [l̥əhəʒ] | <lajd> | 'clothing, laundry' |

B. word- and phrase- finally

- | | | | | | |
|------------------------|---------|----------------------|-------------------|--------|---------------------|
| 1. /bəzəhl/ [bəzəhl] | bəzejl | 'belch!' | /gürəhl/ [gürəhl] | gürejl | 'you (sg) sat down' |
| 2. /güşəʒəl/ [güşəʒəl] | guxhaal | 'send!' | /güşəl/ [güşəl] | guxhəl | 'open!' |
| 3. /bəʒəl/ [bəʒəl] | bəəl | 'snake' | /bəʒəl/ [bəʒəl] | bəəl | 'meat' |
| 4. /nəhl/ [nəhl] | najl | 'the cold (weather)' | /bəhl/ [bəhl] | bajl | 'star, lamp; ocote' |

C. phrase-medially

- | | | |
|---------------------------------------|---------------|---|
| /l̥/: /mé löʒ j̥iʔin/ [mə löʒ j̥iʔin] | Ná löx dxiin. | 'The work is already coming to an end.' |
| /l/: /lí l̥ám/ [li.l̥ám] | Lí l̥ám. | 'Her name is Mary.' |

D. word-medially

List 1: /l̥/

List 2: /l/

- | | | | | | |
|------------------------|------------|---------------------------------------|-------------------------|------------|-------------------------------------|
| 1. /bəzələŋ/ [bəzələŋ] | bazələŋ | 'I have belched' | /bəjələŋ/ [bəjələŋ] | badxələŋ | 'I have found' |
| 2. /yášələŋ/ [yášələŋ] | yaxhələŋ | 'I will send
(e.g. a letter) home' | /yášələŋ/ [yášələŋ] | yaxhələŋ | 'it will open (something)
again' |
| 3. /nələʔ/ [nələʔ] | nalâ | '(is) bitter' | /gəgilələŋ/ [gəgilələŋ] | gəguilələŋ | 'I will search' |
| 4. /nələʔ/ [nələʔ] | nalâ | '(is) bitter' | /nələjələŋ/ [nələjələŋ] | nalădxələŋ | 'I suppose(d)' |
| 5. /gələʒs/ [gələʒs] | guləs | 'pick up!' | /gələʒs/ [gələʒs] | gulox | 'finished' |
| 6. /ʒi bələlím/ | xi bələlím | 'her (fam) sister' | /ʒi bələlím/ | xi bələlím | 'her meat' |
| 7. /ʒi bələlím/ | xi bələlím | 'her snake' | [ʒi bələlím] | | |

Declarative Clause

Imperative Clause

- | | |
|--|--|
| 1a) Wejx daján. (men's talk) | Wej daján. |
| b) Wejm daján. (women's talk)
'He / she-he went to the field.' | 'Go to the field!' |
| 2a) Binëx choónn bë'cw. (men's talk) | Binë choónn bë'cw. |
| b) Binëm choónn bë'cw. (women's talk)
'He / she-he took three dog's along.' | 'Take three dogs along!' |
| 3a) Baznii x fójquix. (men's talk) | Baznii x fójquil. |
| b) " x fójquim. (women's talk)
'He / she-he switched on his / her-his flashlight.' | 'Switch on your flashlight!' |
| 4. Gutiajs bë'cwguin.
'The dog jumped.' | Gutiajs.
'Jump!' |
| 5. Gunaazib laab.
'He (=the dog) seized him (=the tigrillo).' | Gunaazib.
'Seize him!' |
| 6. Bixha'át reé bë'cwguin.
'The dogs got at (him).' | Gól bixha'átí.
'Get at (him)!' |
| 7. Gudijínreéb laab.
'They (anim) hit him (anim).' | Gól gudijínb.
'Hit him!' |
| 8. Baguájtrees laab.
'They (anim) killed him (anim).' | Gól baguájtib.
'Kill him!' |
| 9a) Balagdxiax bë'cwguinreé. (men's talk) | Balagdxia reé bë'cwguin.
'Chase the dogs away!' |
| b) Balagdxiam " . (women's talk)
'He / she-he chased the dogs away.' | |
| 10a) Baca'áx laab. (men's talk) | Baca'áb.
'Lick him up.' |
| b) Baca'am " . (women's talk)
'He / she-he picked him (anim) up.' | |
| 11a) Baséëbix laab. (men's talk) | Baséëbíb.
'Throw him away!' |
| b) Baséëbím " . (women's talk)
'He / she-he threw him (anim) away.' | |
| 12a) Baguux laab lën xguijxhix. (men's talk) | Baguub lën xguijxhil.
'Put him into your(sg)net' |
| b) Baguum laab lën xguijxhim. (women's talk)
'He / she-he put him (anim) into his / her-his net.' | |
| 13a) Bagaáltixán. (men's talk) | Bagaalán.
'Hang it over your (sg) shoulder!' |
| b) Bagaáltimín. (women's talk)
'He / she-he hung it (inan) over his/her-his shoulder.' | |
| 14a) Badxe'reéx bixhiid lënb. (men's talk) | Gól badxe' bixhiid lënb.
'Stuff it!' |
| b) Badxe'reém " " . (women's talk)
'They stuffed it (anim). (Lit.: They put straw into it.)' | |
| 15a) Baguiaadix wadxe. (men's talk) | Yáguiaadíl gandóo wadxe.
'Come back home (later) in the afternoon!' (Lit.: 'You will come back in the afternoon.')' |
| b) Baguiaadín wadxe. (women's talk)
'He / she-he returned home in the afternoon.' | |

Zapoteco de Sto. Domingo Albarradas, Lesson 13

Part 3: Drills

I. Tail-Head Linking Drill

A. Clauses to be linked

- | | |
|-------------------------------------|---|
| 1. Baguijt reé bē'cw(guin) laab. | 'The dogs killed him (i.e. the tigrillo).' |
| 2. Balágdxiá(ə)n laareéb. | 'I chased them away.' |
| 3. Béca'án beguin. | 'I picked up the animal.' |
| 4. Baguiáan tigríllán. | 'I saw (that it was a) tigrillo.' |
| 5. Má nusēbán laab. | 'Already I was about to throw him away.' |
| 6. Na xíndoo zínē'én:
--Baca'áb. | 'The boy who was with me (lit.: The boy I was taking along) said [to me], "Pick him up!"' |

B. Linked clauses

Transformed Clause

New Clause

- | | |
|--|--|
| 1. Guloxt baguijt reé bē'cwguin laab,
'After the dogs had killed him, | ladxél balágdxiá(ə)n laareéb.
(then) I chased them away.' |
| 2. Guloxt balágdxiá(ə)n laareéb,
'After I had chased them away, | ladxél béca'án beguin.
(then) I picked up the animal.' |
| 3. Guloxt béca'án beguin,
'After I had picked up the animal, | ladxél baguiáan tigríllán.
(then) I saw that it was a tigrillo.' |
| 4. Baguiáan tigríllán,
'[After] I had seen (that it was a) tigrillo, | (ladxél) má nusēbán laab.
(then) (already) I was about to throw him away.' |
| 5a) Chi má nusēbán laab,
'As I (already) was about to throw him away, | abí' na xíndoo zínē'én:
--Baca'áb.
(then) the boy who was with me said [to me], "Pick him up." |
| b) Má nusēbán laab, | chi na xíndoo zínē'én:
--Baca'áb. |

Zaposeco de Sto. Domingo Albarradas, Lesson 13, Part 3: Drills -- II. Integration Drills

1st clause

2nd clause

B.-guájt reé bē'cwguin laab.

B.-ca'^{ta}'á(ta)n laab.

'The dogs killed him (i.e. the tigrillo).' 'I picked him up.'

Prompter says

Learner says

1. Gulox(t) ... ladxél ...
'After ... then ...'

Gulox(t) baguájt reé bē'cwguin laab, ladxél báca'án laab.
'After the dogs had killed him, (then) I picked him up.'

2. per ád ...
'but ... not ...'

Baguájt reé bē'cwguin laab, per ád báca'átan laab.
'The dogs killed him, but I did not pick him up.'

3. Chi ... ladxél ...
'If ... then ...'

Chi nuguájt reé bē'cwguin laab, ladxél náca'án laab.
'If the dogs had killed him, (then) I would have picked him up.'

B.-ca'án beguin.

B.-guiá(t)an tigrîdxán.

'I picked up the animal.' 'I saw (that it was a) tigrillo.'

1. Gulox(t) ... ladxél ...
'After ... then ...'

Gulox(t) báca'án beguin, ladxél baguiáan tigrîdxán.
'After I had picked up the animal, (then) I saw (that it was a) tigrillo.'

2. per ád ...
'but ... not ...'

Báca'án beguin, per ád baguiáatan tigrîdxán.
'I picked up the animal, but I did not see (that it was a) tigrillo.'

3. Chi ... ladxél ...
'If ... then ...'

Chi náca'án beguin, ladxél nuguiáan tigrîdxán.
'If I had picked up the animal, (then) I would have seen (that it was a) tigrillo.'

B.-dínán gui j fójc ni ca'án.

B.-guiá(t)an zojób beguin loj gui jguin.

'I switched on the flashlight I was carrying.' 'I saw the animal sitting in the light.'

1. Gulox(t) ... ladxél ...
'After ... then ...'

Gulox(t) gudínán gui j fójc ni ca'án, ladxél baguiáan zojób beguin loj gui jguin.
'After I had switched on the flashlight I was carrying, (then) I saw the animal sitting in the light.'

2. per ád ...
'but ... not ...'

Gudínán gui j fójc ni ca'án, per ád baguiáatan zojób beguin loj gui jguin.
'I switched on the flashlight I was carrying, but I did not see the animal sitting in the light.'

3. Chi ... ladxél ...

Chi nuguinán gui j fójc ni ca'án, ladxél nuguiáan zojób beguin loj gui jguin.
'If I had switched on the flashlight I was carrying, (then) I would have seen the animal sitting in the light.'

Zapoteco de Sto. Domingo Albarradas, Lesson 15

Part 5: Cultural Observations Material Culture: Clothing, cont.

One elderly woman was observed still wearing the old wrap-around skirt women used to wear in former times. The material seemed to be hand-woven, but no inquiries have been made. In Sto. Domingo Albarradas itself, the head covering ('rebozo' slung around the head) seems to be a thing of the past also. Some elderly women were observed just wrapping a plain towel around their heads.

Materials: Some stores sell materials - colourful cottons and synthetics. One day a travelling salesman came through with colourful polyester-nylon materials. These materials seem to be quite popular for their colours and easy care.

Manufacture: Many households have sewing-machines. The women seem to be skilled to make dresses and children's clothing without pattern. The adult daughter of our first landlord-family owned a beautiful, new Singer zic-zac sewing machine (bought in Mexico-City). She was sewing for her own family as well as for other people: Dresses, childrens-clothing, school-outfits. A store-owner's wife also uses to sew and sells her finished products. She was quite interested to learn how to use patterns.

Hats. Most men wear straw hats as protection from the sun. They are available in the stores.

Sandals. Rough sandals are worn by the men. They are often made of tire rubber and leather straps. Women wear sandals of finer quality or quite frequently plastic shoes.

Rebozos. Long pieces of wool- or cloth-material, called rebozo or 'rebohs' are worn around the shoulders as protection from the cold or to carry babies

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Part 1: Physical response, combined with situational reinforcement

1 {bagaál
gudíjín } (xi'l) / (guidiajguil lád bee / guida'l lád bee / yaal lád bee;
{gudxi'jp} lád ruvéjs) / lád ruvéjs / lád ruvéjs;
{touch
{scratch} your(sg) (nose) / (right left ear) / right left lower leg / right left lower arm;
{(shake)}

2 guléjzísí) tíjbrájt;; ¿x hiě guáin?
'wait a moment; '... (name), what is ... (name) going to do?'

3 {Gúgál } {xi'x } / {guidiajguix } {lád bee } / {guidiajguim } {lád ruvéjs } / {guidiajgmán } {lád ruvéjs } / {guidiajgmán } {lád ruvéjs } / {yaax } {lád bee } / {yaam } {lád ruvéjs } / {yaamán } {lád ruvéjs }
{Quánn } {xi'm } / {xi'mán }
{Cuip }
{He (fam) } is going to {touch } his (nose) / (right left ear) / right left lower leg / right left lower arm.
{She / She-he (fam) }
{He / She (resp) }
{scratch } her
{(shake)}

4; ¿x hiě guáinl?
'... (name), what are you going to do?'

5 {Gúgál } (xi'in) / (guidiáagán lád bee / guida'án lád bee / yáan lád bee.
{Gaguánn } lád ruvéjs) / lád ruvéjs / lád ruvéjs / yáan lád ruvéjs.
{(Gáip) }
'I am going to {touch } my (nose) / (right left ear) / right left lower leg / right left lower arm.'
{scratch }
{(shake)}

6 {Bagaalán } yan. ¿x hiě cáyájn? }
{Gudíjínán }
{(Gudxi'ján) }
'Touch } it now.' 'What are you doing (right now)?'
{scratch }
{(shake)}

7 {Gúgál } (xi'in) / (guidiáagán lád bee / guida'án lád bee / yáan lád bee. ¿x hiě bēnán?
{Cáguánn } lád ruvéjs) / lád ruvéjs / lád ruvéjs / lád ruvéjs.
{(Gáip) }
'I am {touching } my... 'What did I do?'
{scratching }
{(shaking)}

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Part 2: I. Notes on Grammar

A. Possessed Noun Phrases

The possessor follows the possessed item, and a possession marker may or may not precede the possessed item, depending on the type of possessed item and on the person of the possessor.

The possession marker is

da for the 1st person sg: da gui'chan 'my paper, book'

dú or dúx for the 1st pers. non-sg: dúx gui'chán 'our (excl) paper, book'

x(i) for 2nd & 3rd person categories:

x(i) gui'ch ná Líd 'doña Margarita's paper, book'

x(i) gui'ch mán 'his/her (resp) paper, book'

We have found dú in the following possessed noun phrases:

dú bíjch 'our (incl.dual) brother (male possessors)'

dú bizan 'our (" ") sister (male possessors), brother (fem.possessors)'

dú guíjcán 'our (excl) heads' ; dú luxdooreé 'our (incl.pl.) hearts'
(i.e. body parts require dú rather than dúx)

dú lidxán 'our (excl) home'

dú ladxreé 'our (incl.pl.) home town'

We have found dúx in the following possessed noun phrases:

dúx bělí 'our (incl.dual) sister (fem.possessors)'

dúx dádán 'our (excl) father' ; dúx dád 'our (incl.dual) father'

dúx tiidxreé 'our (incl.pl.) language' (d in diidx changes to t morpho-phonemically when preceded by x; furthermore x is pronounced more fortis in this combination)

da for the 1st pers.sg. is omitted when the possessed item is a body part:

guicán 'my head'; luxdōon 'my heart'

It is also omitted with the words for 'home', 'home town', and 'relative, family':

lidxán 'my home'; lădxán 'my home town'; lasá'n 'my family, my relative'

x(i) for 2nd & 3rd pers.categories is omitted when the possessed item would have dú rather than dúx in 1st-pers.non-sg.possessed noun phrases:

lidxil 'your (sg) home' - compare: dú lidxán 'our(excl)home'

xi bělím 'her sister' - compare: dúx bělí 'our (dual) sister'

xtiidx dí 'your(pl.)language' - compare: dúx tiidxreé 'our (incl.pl.) language'

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Part 2: I.A., cont. (addenda)

In grouping nouns according to the formation of possessed noun phrases, we are presently counting 4 groups.

Group 1

There is no possession marker except in the 1st person non-singular (inclusive dual & pl., exclusive). This group comprises body parts and some other nouns, such as the general kinship term 'relative, family' and the words 'home' & 'home town'.

Group 2

There are possession markers in all 1st- person categories (sg. & non-sg.) but not in the other person. In this group we have found kinship terms such as 'son/daughter' & 'brother (possessor: male)', furthermore the noun 'clothing (that is actually worn or put on)'. There might be more nouns that fit into this group.

Group 3

It appears to be related to group 2 (may be nothing more than a subgroup). Besides the features described for group 2 there is the omission of the 1st syllable of the phrase-head in the 1st person sg. (if we interpret correctly). Up to now, we have found only one noun with this kind of behavior: the kinship term 'sibling of the opposite sex'.

Group 4

There are possession markers in all persons. In the 1st pers.non-sg. the possession marker is dúx- (while in the preceding 3 groups it is dú-). In this group we have found kinship terms such as 'father' & 'sister (poss.: female)' and various alienable items.

Within the 1st two groups we could further subdivide according to the tone of the 1st-person non-sg.poss.marker: Some nouns have du- (with low tone), others have dú- (with high tone).

There might be some connection with the semantic class of the noun and perhaps also (within the body parts) with the number of syllable of the noun; further investigation is called for.

Zapoteco de Sto Domingo Albarradas, Lesson 14

Body Parts / Comprehension Drills

Ná Líd, bagaál xi'l

Da. Margarita, touch your nose.

gu lējz síi tijbrájt;

Wait a moment.

Dád Ālf, ¿xhiě guítin ná Líd? Don Alfredo, what is Da. Margarita going to do?

Zapoteco de Sto. Domingo Albarradas, Lesson 14
 Part 2: I.A., cont. (word lists)

	<u>1st sg</u>	<u>1st dual</u>	<u>3rd resp.sg</u>
<u>Group 1</u>			
'mouth'	ro'ón	du-ró'	ro'mán
'hand'	yǎan	du-yáa	yaamán
'head'	guicán	du-guíjc	guijc mán
'heart'	luxdóon	dú-luxdoo	luxdoomán
'relative, family, group member'	lasá'n	dú-lasa'	lasa'mán
'home'	lǐdxán	dú-lidx	lidx mán
'home town'	lǎdxán	dú-ladx	ladx mán
<u>Group 2</u>			
'son/daughter'	da-xi'ínan	du-xí'n	xi'nmán
'brother (possessor: male)'	da-bǐchán	du-bíjch	bijch mán
'clothing (actually worn)'	da-xǎbán	dú-xab	xab mán
<u>Group 3</u>			
'sibling (of the oppos.sex)'	da-zǎnán	dú-bizan	bizanmán
<u>Group 4</u>			
'father'	da-dǎdan	dúx-dǎd	x-dǎd mán
'sister (possessor: fem.)'	da-bě́lán	dúx-bě́lí	x-bě́límán
'dog'	da-bě'cwan	dúx-bě'cw	x-bě'cw mán
'laundry, clothing'	da-lajdan	dúx-lajd	x-lajd mán

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Part 2: I. Notes on Grammar

B. More about Requests and Commands

(addition to note on imperatives in Lesson 13)

When specified that the action asked for is to be future rather than immediate the potential rather than the imperative is used. The subject (2nd person, expressed in a bound pronoun) is included. We have found only one verb, the verb 'do', which can be used in the imperative even when future action is specified; but we were told that the potential form would be more correct.

Bica'á biquíi.
COMPL/mot.away-{pick up} reed.

'Go to get reed!'

Bica'á biquíi yan.

'Go to get reed now!'

Chíca'ál biquíi gandóo huadxé.
POT/mot.away-{pick up}-2sg reed ...

'Go to get reed later in the afternoon!'

Beenán yan.
COMP/do-3inan now

'Do it now!'

Beenán gandóo huadxé.

'Do it later in the afternoon!'

But more correctly:

Guíínlán gandóo huadxé.
POT/do-2sg-3inan later afternoon

or

Gandóo huadxé guíínlán.

'Do it later in the afternoon!'

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Parts 2 & 3: Notes on Phonology & Phonological Drills

A. Velar Obstruents: /k/ & /g/

/k/ is aspirated phrase-finally; elsewhere it is unaspirated.

/g/ is voiced intervocally and between lenis consonant & vowel, voiceless aspirated phrase-finally, and unaspirated in other environments (whereby we cannot pin down a definite rule for voicelessness or voicing).

fortis: /k/

lenis: /g/

1. Word-initially

- | | | | |
|--|---|--|--|
| a) /kíib/ [k ^h iíi ^h íí ^h] | 'will wash' | /giib/ [giíi ^h íí ^h] | 'iron, weapon' |
| b) /kíib/ [k ^h ií ^h íí ^h] | 'will sew' | /gib/ [gií ^h íí ^h] | 'string' |
| c) /káka'án/[k ^h áka'áa ^h] | 'I am receiving, taking' | /gáka'án/[giáka'áa ^h] | 'I will receive, take' |
| d) /kága'án/[k ^h aga'áa ^h] | 'I am filling (fluid into a container)' | /gága'án/[giaga'áa ^h] | 'I will fill (fluid into a container)' |
| e) /kob/ [k ^h o ^h íí ^h] | '(tortilla) dough' | /goob/ [gi ^h o ^h íí ^h] | 'broom' |
| f) /kóhč/ [k ^h o ^h č ^h] | 'car' | /gohčí/[gi ^h o ^h č ^h] | '(is) broken' |
| g) /kúsaž/[k ^h usaž] | 'he is conducting, driving (car, mule, etc.)' | /gúsaž/[giusaž] | 'he will conduct, drive' |
| h) kúto'pím/
[k ^h uto'pim] | 'she is gathering, collecting' | /gúto'pím/
[giuto'pim] | 'she will gather, collect' |

2. Word-medially

- | | | | |
|---|--------------------------------|--|--|
| a) /we'kán/[wé'kán] | 'it burnt' | /nawëégán/[nāwāē'ēgān] | 'it is difficult' |
| b) /ráka'án/[rāka'áa ^h] | 'I receive, take (hab)' | /rága'án/[riaga'áa ^h] | 'I fill (hab) (fluid from one container into another)' |
| c) /káka'án/[k ^h áka'áa ^h] | 'I am receiving, taking' | /kága'án/[k ^h aga'áa ^h] | 'I am filling' |
| d) /yáka'án/[yāka'áa ^h] | 'we (excl) will receive, take' | /yága'án/[yāga'áa ^h] | 'I will fill from ... into' |
| e) /bakaal/[bakājal] | 'sleepiness' | /bagaalí/[bāgājal] | 'hang!, touch!' |
| f) /gákán/[gākán] | 'I will be able, know' | /gidyágán/[gidyāgān] | 'my ear' |
| g) /gákím/[gākím] | 'she will be able, know' | /bažagim/
[bāžāgim] | 'she has got tired' |

3. Word-finally

- | | | | |
|---|-------------------------|---|-------------------------------|
| a) /gāk/ [gā ^h k ^h] | 'will be' | /yag/ [yā ^h k ^h] | 'wood' |
| b) /rahk/ [rā ^h k ^h] | 'happen, be able (hab)' | /gidyahg/[gidyā ^h k ^h] | 'ear' |
| c) /gök/ [gō ^h k ^h] | 'when?' | /gog/ [gō ^h k ^h] | 'got stuck (e.g. in the mud)' |

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Notes on Phonology, continued

B. Labialization

Both velar obstruents (/k/ & /g/) can be labialized. No other consonants are labialized. *c: (But /Cw/ clusters occur in loans.)*

The labialized lenis velar obstruent /gw/ seems to be rare. It might be restricted to loans from the Spanish:

/dumíngw/ 'Sunday; Domingo'

[dūmīŋk̥ʷl]

Word-medially one would find the labialized lenis consonant in phrases such as

/bén san tumíngwreé/ [bēŋsāntōmīŋg̥rē] 'the people of Santo Domingo'

Occurrences of the labialized fortis consonant:

1. word-finally

- a) /mānk̥w/ [māŋk̥ʷl] 'mango'
- b) /bata'kw/ [bātāʔk̥ʷl] 'close!'
- c) bē'kw/ [bēʔk̥ʷl] 'dog'

- d) /māšk̥w/ [māš̥k̥ʷl] 'mask'
- e) /mēšk̥w/ [mēš̥k̥ʷl] 'Mexico City'

2. word-medially

- a) /da mānkwan/ [dāmāŋk̥ʷāŋ] 'my mango'
- b) /dúž mānkwán/ [dužmāŋk̥ʷāŋ] 'our(excl)mangos'
- c) /dúž mānkwreé/ [dužmāŋk̥ʷrē] 'our(incl)mangos'
- d) /da māškwan/ [dāmāš̥k̥ʷāŋ] 'my mask'
- e) /dúž māškwán/ [dužmāš̥k̥ʷāŋ] 'our(excl)mask'
- f) /dúž māškwreé/ [dužmāš̥k̥ʷrē] 'our(incl)mask'
- g) /batákwán/ [batāʔk̥ʷāŋ] 'I closed'
- h) /bata'kwán/ [bātāʔk̥ʷāŋ] 'close it'
- i) /da bē'kwán/ [dabēʔk̥ʷāŋ] 'my dog'
- j) /dúž bē'kwán/ [dužbēʔk̥ʷāŋ] 'our(excl)dog'
- k) /dúž bēkwreé/ [dužbēʔk̥ʷrē] 'our(incl)dog'

3. word-initially

- a) /kwa'án/ [k̥ʷāʔāŋ] 'I received, took'
- b) /kwahs/ [k̥ʷāhs] 'temple of the forehead'
- c) /kwéht/ [k̥ʷéht̥h] 'fire cracker'

*[dūžmāŋk̥ʷrē] ****) [dūžbēʔk̥ʷāŋ]
) [dūžmāš̥k̥ʷrē] ***) [dūžbēʔk̥ʷrē]
 ***) [dāmāš̥k̥ʷāŋ]

1a) quiib	wird waschen	guiib	Eisen, Waffe
b) quib	wird nähen	guib	Sehne
c) cáca'án	ich nehme, empfangе	gáca'án	ich werde nehmen, empfangen
d) cága'án	<i>(leere)/fülle</i> ich fülle (Flüssigkeit in einen Behälter)	gága'án	ich werde füllen
e) cob	(Mais-)Teig	goob	Besen
f) cójch	Auto	gojchi	(ist) entzwei
g) cúsax	WIRDA TREIBEN (ZEBEXMAHLEIEN)X KANRENN (ZEBEXAHLEKAX) er treibt (e. Maultier), fährt (Auto)	gúsax	er wird treiben, fahren
h) cúto'pim	sie sammelt, liest auf	gúto'pim	sie wird sammeln, auflesen
2a) hue'cán	es brannte	nawëégán	'es ist schwierig
b) ráca'án	ich nehme, empfangе	rága'án	ich fülle (Flüss.) um
c) cáca'án	ich nehme, empfangе (progr)	cága'án	ich fülle (progr)
d) yáca'án	wir (exkl) werden nehmen, empfangen	yága'án	ich werde umfüllen
e) bacaal	Schläfrigkeit	bagaali	häng auf!, fass an!
f) gácán	ich werde können	guidiágán	mein Chr
g) gáquim	sie wird können	badxaguim	sie ist ermüdet
3a) gác	wird sein, geschehen	yag	Holz
b) rajc	geschieht, kann	guidiajg	Chr
c) góc	wann?	gog	blieb stecken (z.B. im Katsch)

Zapoteco de Sto. Domingo Albarradas, Lesson 14

Part 3: Drills

Grammatical Drill

1. Differential Drill contrasting the imperative as used in commands/request without the time being specified and the potential (with subject person marker) as used in commands/requests with some point in the future being specified

No time specified: imperative

Future specified: potential⁺

- | | |
|---|---|
| 1. Basí' guij.
Turn the light off! | Gandóo gusá'l guij.
In a while turn the light off! |
| 2. Badxe' bixhiid lën tigríll guin.
Stuff (straw into) the tigrillo! | Gandóo gudxé'l bixhiid lën tigríll guin
In a while stuff the tigrillo! |
| 3. Bata'cw ro' ventân.
Close the window! | Gandóo gutá'cwil ro' ventân.
In a while close the window! |
| 4. Baziiladx.
Rest! | Gandóo yaziiladxil.
In a while, rest! |
| 5. Baguiaj.
Go home! | Gandóo yaguiájl.
In a while, go home! |
| 6. Gulés gui'ch guin.
Pick the paper up! | Gandóo {yalésil } gui'ch guin.
In a while pick the paper up! |
| 7. Guxháal ro' ventân.
Open the window! | Gandóo guixhiáalil ro' ventân.
In a while open the window! |
| 8. Gunábdiidx reémán.
Ask them! | Gandóo guiniábdiidxil laareéman.
In a while ask them! |
| 9. Guxhoob gui'ch guin loj mēx.
Put the paper on the table! | Gandóo guixhióobil gui'ch guin loj mēx.
In a while put the paper on the table! |
| 10. Gutiajs.
Jump! | Gandóo guitiásil.
In a while, jump! |
| 11. Gudēd.
Pass! | Gandóo tēdil.
In a while, pass! |
| 12. Gudijch cirí.
Light a match! | Gandóo quíchil cirí.
In a while light a match! |
| 13. Cua'á gui'ch guin.
Take the paper! | Gandóo quia'ál/tia'ál gui'ch guin.
In a while take the paper! |
| 14. Birii.
Go out! | Gandóo guiríil.
In a while, go out! |
| 15. Bigtáig yag.
Go to cut wood! | Gandóo chígtáiguil yag.
In a while go to cut wood! |
| 16. Bigtó' xōb.
Go to sell corn! | Gandóo chígtó'l xōb.
In a while go to sell corn! |
| 17. Bisií xōb.
Go to buy corn! | Gandóo chísiíl xōb.
In a while go to buy corn! |

⁺) In some contexts, gandóo 'in a while' can alternatively shift to the end of the clause.

Zapoteco de Sto. Domingo Albarradas, Lesson 14, Part 3: Drills - Transformation Drill

Declarative

Imperative (no time specified)

Command/request - delayed action

12 Gudijch mán lit cirí. He/she (resp) lit a match.	12 Gudijch lit cirí. Lite a match!	Gandóo quichil cirí. Later <i>lite</i> a match!
1 Basí' mán guij. He/she turned off the light.	1 Basí' guij. Turn off the light!	Gandóo gusí'1 guij. Later turn off the light!
6 Bigtáig mán yag. He went to cut wood.	15 Bigtáig yag. Go to cut wood!	Gandóo chigtáiguil yag! Later go to cut firewood!
2 Badxe' mán bixhíd lén tigrídx guin. He/she stuffed (straw into) the tigrillo.	2 Badxe' bixhíd lén tigrídx guin. Stuff the tigrillo!	Gandóo gudxé'1 bixhíd lén tigrídx guin. Later stuff the tigrillo!
12 Gunábdiidx mán laareémán. He/she asked them (resp).	8 Gunábdiidx reémán. Ask them!	Gandóo guiniábdiidxil laareémán. Later, ask them!
3 Baziiladx mán. He/she rested.	45 Baziiladx. Rest!	Gandóo yaziiladxil. Later, rest!
5 Bisií mán xób. He/she went to buy corn.	17 Bisií xób. Go to buy corn!	Gandóo chisií1 xób. Later, go to buy corn!
7 Bigtó' mán xób. He/she went to sell corn.	16 Bigtó' xób. Go to sell corn!	Gandóo chigtó'1 xób. Later, go to sell corn!
4 Birii mán. He/she went out.	14 Birii. Go out!	Gandóo guirií1. Later, go out!
6 Baguiaj mán. He/she went home.	56 Baguiaj. Go home!	Gandóo yaguiájl. Later, go home!
11 Gutiajs mán. He/she jumped.	106 Gutiajs. Jump!	Gandóo guitiásil. Later, jump!
7 Guxhál mán ro' ventân. He/she opened the window.	7 Guxhál ro' ventân. Open the window!	Gandóo guixhiálil ro' ventân. Later, open the window!
3 Bata'cw mán ro' ventân. He/she closed the window.	3 Bata'cw ro' ventân. Close the window!	Gandóo gutá'cwil ro' ventân. Later, close the window!
11 Gudéd mán. He/she passed.	11 Gudéd. Pass!	Gandóo tédil. Later, pass!
6 Gulés mán gui'ch guin. He/she picked the paper.	6 Gulés gui'ch guin. Pick up the paper!	Gandóo ^{gui'ch} yalésil } gui'ch guin. Later, pick up the paper!
9 Guxhoob mán gui'ch guin loj mēx. He/she put the paper on the table.	9 Guxhoob gui'ch guin loj mēx. Put the paper on the table!	Gandóo guixhióobil gui'ch guin loj mēx. Later, put the paper on the table.
13 Cua'ámán gui'ch guin. He/she took the paper.	13 Cua'á gui'ch guin. Take the paper!	Gandóo quia'ál gui'ch guin. Later, take the paper!

+) In some contexts, gandóo can alternatively shift to the end of the clause

Zapoteco de Sto. Domingo Albarradas Lesson 14

Part 5: Cultural Observations

Material Culture:

The Food Quest: Livestock

The following domestic animals are kept:

Pigs, dogs, turkeys, chicken, cows, horses, mules, donkeys; cats are kept too, occasionally, but many don't survive. Goats are almost eliminated. The village had come to an agreement not to keep goats any more, for they damaged the maguey-plants. The same is true for sheep.

Pigs are kept in a fenced shed near the house, or just bound to a tree or bush near the village. We observed that one family can have several pigs, each one belonging to a different family member. One pig might be killed for a holiday like Christmas. If the extended family cannot use up all the meat, some of it is sold to other villagers.

Cows are also kept for their meat, not for their milk. We never saw milking cows or cowsmilk used. We observed the local butcher (also a store-owner and farmer) buy up a cow for the all-saints-fiesta, killing it with a huge knife and selling the meat to the people. For many days afterwards some long, thin strips of meat were hanging across the courtyard to dry. This seems to be the only known way of preserving meat.

Dogs are very common. They are used as watch dogs and for hunting. They are treated quite reasonably, and sometimes even with affection. One little dog in the neighborhood even got an injection when his eye got almost scratched out.

Horses, mules and donkeys are used to carry loads.

Turkeys and chickens have different purposes: Turkeys are kept for their meat or to be sold in a time of need for cash. Chickens are kept for their eggs and their meat.

Zapoteco de Sto. Domingo Albarradas, Lesson 15

Visiting with family pictures.

Láa Cristin cá guin chi najám bindoběz. This is Christy as a baby.

Láa Cristin zojób guin chi yu'úm This is Christy sitting
guia' tibijz con choónn bēēwí. when she was a year and 3 months

Zojbím loj guix-ya' ca'á xi xiilím. She is sitting on the grass
with her sheep.

Láa bizan da bēn-gunáan guie con xi'nx. This is my wife's brother
with his son.

(Xi'n da cuñádan lâx Daniêl; cáyawix niêv. (The son of my brother in law, Dan
is eating snow.) (His son's name is Dani
Xi'nx lâ Daniêl; ... he is eating snow.

Láa ladx da bēn-gunáan guie. This is my wifes hometown.

Láa laydoo guie {lōd' báca'á dú las'án; This is the church where we
(lōd' guyiú guial - ruxh'iaa. got married.

Guiwró' guie najá ladx da bēn gunáan. This big river is at my wife's
hometown.

Cáguíjt xi'n da cuñádan loj niêv. The son of my brother in law
is playing in the snow.

Rigu' guia'x lēn niêv-guin. Er steckt seine Füße in den Schnee.
(Ru guia'x lēn niêv guin.) His feet are sinking in the snow

Láa xbēn-gunáa da cuñádan guie This is my brother in laws wife
con xi'ngajquímán with her son.

Láa xi-dād da-bēn-gunáan guie, nē xniáan(án) con xyagmán. This is my wife's father, furthermore her mother with h
grandson.

Láa reé xdād da bēn-gunáan guie con xyajgrémán. This are my wife's parent
with their grandson.

Láa da-zánán guie con ré xi'm. This is my sister with her children.

Láa da zánén guie con da cuñádan. This is my sister with my
brother in law.

¿Bēlix?
Choonnix.

Láa xi-xínquiaaw da-zánán guie.

Xín francéjsán.
(Lacheelim najá xín francéjs.)

~~Lacheelim najá~~

#

Zapoteco de Sto. Dmgo. Albarradas, Lesson 15

Visiting with family pictures.

- Láa Cristîn cá guin chi najám bindoběz. This is Christy as a baby.
- Láa Cristîn zojób guin chi yu'úm
guia' tibijz con choónn bēēwí. This is Christy sitting when
she was a year and 3 months.
- Zojbím loj guix-ya' ca'á xi xiilím. She is sitting on the grass
with her sheep.
- Láa da zánán cá guin con xi'm. This is my brother with his son.
- Xi'n da zánán lám Daniél; cáyawim niév. The name of my brothers son is
Daniel. He is eating snow.
- Laaguí lădxán guie. This is my hometown.
- Láa laydoo guie lőd báca'á dú lasa'án. This is the church where we got
married.
- Guiró' guie najá lădxán. This big river is in my hometown.
- Cáguíjt xi'n da zánán loj niév. The son of my brother is playing
in the snow.
- Ru guia'm lěn niév guin. His feet sink into the snow.
- Láa xbén-gunáa da zánán guie con xi'ngajquím. This is my brothers wife
with her son.
- Láa reé dadădan guie con da xi'nwínan. This are my parents with my
nephew.
- Láa bizan da bėnguiaawan guie con x(á)bėnguiaaw(á)m. This is my husbands
sister with her husband

Zapoteco de Sto Domingo Albarradas, Lesson 15

Part 2: Notes on Grammar

Free Pronouns

	Singular	Plural
1	naj	incl.: dunujré excl.: dunújún
2	lūj	lējti
3 fam. masc	laazh	laarézh
fem	laam	laarém
resp	laamán	laarémán
anim.	laab	laaréb
inanim.	laán	laarén

The third person singular forms can be analyzed as consisting of the root *laa-* followed by the bound pronoun. Note, however, that in the third person singular inanimate form the root has a different tone pattern: *laó-* instead of *laa-*.

In the third person plural forms, the tone pattern of the root *laa-* remains unchanged. The pluralizer *-ré-* is inserted between the root and bound pronoun.

As in the case of the bound pronouns, the third person masculine forms are not used in women's talk, and the third person feminine forms are used by women to refer to male persons too, unless the respect category applies.

The human pronominal object

In non-imperative clauses, the free pronoun is used:

.... bin^vézh dunújún lēn zoológico ...!they (fam. masc.) took us (excl.) to the zoo
(no examples for imperative clauses available yet)

Zapoteco de Sto. Domingo Albarradas, Lesson 15

Part 3: Drills

I. Drills for Asking Various Kinds of Questions

- 1a) Rinieemán carî. He/she (resp) talks fast.
 b) ¿Chũnin riniee carî? Who talks fast?
 c) Méxtr - guin riniee carî. The teacher talks fast.
 d) ¿Xhiě nág rinieemán? How does he/she talk?
 e) Carída't / carî rineemán. He/she talks (very) fast.
- 2a) Rizaán carî. It (inanim) moves/runs fast.
 b) ¿Xhiěnin riza carî? What moves fast?
 c) Carída't riza trên lèn Méjtr. The (train in the) Metro moves very fast.
 d) ¿Xhiě nág rizaán? How does it move?
 e) Carída't / carî rizaán. It moves (very) fast.
- 3a) Guiwró'-guie najá {lădxán } This large river is in {my }
 {ladx da-béngunáan}. home town. {my wife's }
 b) ¿Băn-guin najá guiwró'-guie? Where is this large river?
 c) {lădxán } It is in my (wife's) home town.
 {ladx da-béngunáan } naján.
- 4a) Guiw yo'xdxáb naján. The river is big.
 b) ¿Xhiě nág najá guiwró'-guin? What is the (large) river like?
 c) {Guiwdóxh guiwdxábán } {It is an immensely big river.
 {Guiw yo'xdxabán. } {It is a big river.
- 5a) Xi'n {da-zănán lăm } Daniêl; My {brother's } son's name is Daniel;
 {da-cuñădan lăx } he is eating snow.
 cáyawim / cáyawix niêv. What is he eating?
 b) ¿Xhiě cáyawim / cáyawix? He is eating snow.
 c) Cáyawim / cáyawix niêv. Who is eating snow?
 d) ¿Chũnin cáyaw niêv? Daniel is eating it.
 e) Daniêl cáyawán.
- 6a) Cáguíjt xi'n {da-zănán } My {brother's } son is play-
 {da-cuñădan } loj niêv. {brother-in-law's } ing in the snow
 b) ¿Băn cáguíjtim / cáguíjtix? Where is he playing?
 c) {Loj niêv cáguíjtim / cáguíjtix. } He is playing in the snow.
 {Cáguíjtim / cáguíjtix loj niêv. }

Zapoteco de Sto. Domingo Albarradas, Lesson 15

Part 3: Drills

II. Asking Permission

SINGULAR

PLURAL

- | | | | |
|---|--|--|--|
| 1. ¿Zajc gabên ^{loj} yag-xhíl guie yá?
'May I sit on this chair?' | Zajcán, gurej ^(én) .
'You may sit down.' | ¿Zajc yadxú'ún guie yá?
'May we (excl) sit here?' | Zajcán, gól-cuéj/gól-gurej.
'You may sit down.' |
| 2. ¿Zajc gáyu'ún yá?
'May I come in?' | Zajcán, guyu.
'You may, come in.' | ¿Zajc yadxú'ún yá?
'May we come in?' | Zajcán, gól-guyu.
'You may, come in.' |
| 3. ¿Zajc gadéëdan yá?
'May I pass?' | Zajcán, gudëd.
'You may, pass.' | ¿Zajc yadáidán yá?
'May we pass?' | Zajcán, gól-tëd / gól-gudëc.
'You may, pass.' |
| 4. ¿Zajc gaazán guie yá?
'May I bathe here?' | Zajcán, gojz.
'You may, bathe.' | ¿Zajc yadójzán guie yá?
'May we bathe here?' | Zajcán, gól-gójz.
'You may, bathe.' |
| 5. ¿Zajc gáca'án nijs yá?
'May I get water?' | Zajcán, cua'án.
'You may, get it.' | ¿Zajc yáca'án nijs yá?
'May we get water?' | Zajcán, gól-cua'án.
'You may, get it.' |
| 5. ¿Zajc gutăcuan nijs yá?
'May I turn the water off?' | Zajcán, bata'cuán.
'You may, turn it off.' | ¿Zajc yatá'cuán nijs yá?
'May we turn the water off?' | Zajcán, gól-bata'cuán.
'You may, turn it off.' |

¹⁺) Apparently the 3rd pers.sg. inanim. bound pronoun is used here in an impersonal form of the verb.

Zapoteco de Sto Domingo Albarradas Lesson 15

Part 3: Drills.

Drills for asking Questions.

1. Drills for questions asking for a Yes No answer

a) Intransitive

¿ Huejl lidx bën quiríngnî yá? Did you go to the house of the Gringa?

¿ Huejl Luá' yá? Did you go to Oaxaca?

¿ Huejl Loj car yá? Did you go by car?

b) Transitive

¿ Baguiaál retrájtreté yá? Did you see the fotos?

¿ Baguiaál ladx ná Líd yá? Did you see Da. Margarita's village?

¿ Baguiaál quiaj nayaag ya? Did you see the ice?

c) Descriptive

¿ Nix naja' ladxamán yá? Was her hometown beautiful?

¿ Guiró' yoŕx-chăb najań yá? } Was the river broad?

¿ Guiró' yoŕx-chăbán yá? } ~~was it broad?~~

¿ Guyóol bizan ná Líd ya? Is Doña Marg's brother tall?

Part 3 Drills for asking Questions, contin.

d) Locative

¿ Za'a:: xda'dré nā Liā Alemân yá? Are Doña Marg's
 ¿ Za'aré xda'd ná Liā Alemân yá? parents in German?
 ¿ Yu'uré bād Guiurô' yá? Are ducks at the big river?

¿ Nā ladx dād Alfrêd najá Alemân yá? Is Don Alfredo's home
 town in Germany too?

2.) Questions, practiced with statements.

Information about objects or people involved

a) Intransitive

Bióón Měxcw

We went to Mexico

Chǔ huê Měxcw?

Who went to Mexico?

Guiād naj gázāan

I walked

¿ Bizǎlyá?

Did you walk?

¿ Bǎn bizǎl?

Where did you walk?

b) Transitive

Baguiǎn g yaj nayaag.

I saw ice

¿ Xhiě báguiaaál?

What did you see?

Baguiǎn bād guinré

I saw ducks.

¿ Chǔ báguiaaré bād guin

Who saw the ducks?

Part 3: Drills for asking Questions, contin.

c) Locative

Baguiãan bǎdreé Alemân I saw ducks in Germany.

¿ Bǎn baguiaál bǎdreé? Where did you see ducks?

d) Information about the event:

Câr ni yu'uré Alemân. dǎd ruxitnrén The cars in G. drive fast.

¿ Xhiě rǎjn ré câr ni yu'uré Alemân? What do the cars in G. do?
Germany do?

¿ Xhiě naág ruxitn ré câr ni yu'uré Alemân? How do the
cars in Germany drive?
Gudaw ré bǎd quin gual raw. The ducks ate the food.

Zapoteco de Sto. Domingo Albarradas, Lesson 15

Part 5: Cultural Observations

Material Culture : Clothing

Clothing is largely influenced by the dominant Mexican culture. Women wear mostly dresses with a pleated skirt, and the men trousers and shirts.

Some women wear skirts and blouses. Native-style blouses are still popular. Younger women even wear pants. Aprons are worn all the time.



Man with shirt
and pants



woman with
dress and apron



woman in old zapotec-
costume: head covering,
native blouse and
wrap-around skirt with
belt.

The native-style blouses are usually made of white cotton material and machine-embroidered around the neck, sleeves and in front (see picture)

Zapoteco de Sto. Domingo Albarradas, Lesson 13

Part 5: Cultural Observations

Material Culture: The Food Quest:
Plant Cultivation.

Preparation of the soil. For the preparation of new land, the slash- and- burn- method is used. On relatively flat fields near the village, ox- ploughs have been observed. The digging- stick is used for sowing corn.

Long water-hoses were observed to irrigate the terrace- like fields near the village, even a sprinkler.

Plants cultivated.: Corn, beans, squash, chilies, coffee, chayote, raddishes, maguey, cilantro, lemon - and orange- trees are cultivated. One man even planted apple trees in a higher area. The teachers made a model- garden near the school, and the children learned to plant cabbage, tomatoes, onions etc.

Corn is the main staple and used to make tortillas, tamales etc., but also for animal feed: pigs, horses, mules, and especially turkeys and chickens.

Squash is used mostly for animal-feed, the seeds are dried, roasted and eaten.

Sowing - time is March - April; the harvest takes place in October. The corn-ears are put in baskets and carried home with the help of head- straps. The baskets are made of carisso and as far as I know not made in the village.

The corn ears are then stripped of the corn by the women. The corn is then dried and stored in huge petate- bins.

Zapoteco de Sto Domingo Albarradas Lesson 15

Story: Outing to Tucson, short version

1. Guiüün shcuënt chi bió'ón pasiéjr.

I am going to tell a story about an outing.

2. Bió'ón Tucson, biněrézh dunújún lěn zoo lógico.

We went to Tucson, and they took us to the zoo.

3. Ní báguiaón ciéndát ré be ni ód yu'út dú ladzré.

There we saw many animals we don't have in our villages.

4. Báguiaatéén lagúndoo lőd yu'ú ré bäd.

We also saw a small lake with ducks.

5. Báguiaatéén bē'cwré cáyoréb copetěns;

We also saw a dogs' contest;

Zapoteco de Sto Domingo Albarradas Lesson 15

Story: Outing to Tucson, cont.

6. badzú'ún tijb rájt, báguiaán laaréb nî.

we sat down for a moment and watched the dogs there.

7. Bió'ón Universidad de Arizona.

We went to the University of Arizona.

8. Biuguiaán Museo Metalúrgico.

We went to see the Metal Museum

9. Ní báguiaán shiě nág yu'ú ôr lèn réguiaj,

There we saw how they found gold in stone,

10. shiě nág yu'ú pláta, shiě nág yu'ú cóbre.

how silver and copper occur

Zapoteco de Sto Domingo Albarradas Lesson 15

Story: Outing to Tucson, cont.

11. Báguiaa téén mína, un simulacro de una mina,

We also saw a mine, a model of a mine,

12. shiě nág béenrézh dziin, shie nag naja lën mina.

how they worked there, how a mine looks from the inside.

13. Báguiaa téén cójch yalójré, báguiaa téén bīcīcléjt yalójré.

We also saw old cars, we also saw the first bicycles.

14. Nî bariín yaán bayó'ón lōd nādzu'ún stijb.

From there we went home again.

Review and Expansion

Part 1: Notes on Grammar and Morphophonemics

1. Bound Pronouns

The singular forms of the bound pronouns were already listed in Lesson 6. Now they are going to be listed together with the non-singular forms:

	Singular	Non-Singular
1	- A/n	inclus. dual \emptyset plural -ré \emptyset exclus. - A/n
2	- I/ll	- I/dí
3 fam. masc.	Izh	-ré-zh
fem.	- Im	-ré-m
resp.	- A2.mán	-ré-mán
anim.	- Ib	-ré-b
inanim.	- Á/n	-ré-n

As mentioned in Lessons 6 & 15, the third person familiar masculine form is not used in women's talk. Women refer to male and female persons alike with the third person familiar feminine form, if the respect category does not apply.

Zapoteco de Sto. Domingo Albarradas, Lesson No 16

Part 1; Notes on Grammar and Morphophonemics, contin. -p2

Morphophonemic rules (revision):

|A1| → /i/ following -m 'third person familiar feminine',
 e.g. in *bodēēmīn* 'she (in women's talk: she or he) gave'
 → /∅/ following a syllable nucleus
 e.g. in *gurēen* 'I sat down' and *gurejēn* 'it sat down'
 → /a/ elsewhere, e.g. in *bizhālān* 'I had an operation'
 and *gushālānān* 'I opened it'

|A2| → ~~/i/ with at least two verbs: {zhijdz} 'laugh' and {yojb},~~
~~(...) e.g. in *gúchijdzímán* 'he/she (resp.) is going to laugh'~~
~~(and *riojbímán* 'he/she (resp.) habitually falls')~~
 → /∅/ following a syllable nucleus or /n/,
 e.g. in *gurejmán* 'he/she (resp.) sat down'
 and *beenmán* 'he/she (resp.) did/made'
 → {/a/}* elsewhere, e.g. in {*zobjármán*}* 'he/she (resp.) is/was sitting'
 (or /i/) (or: *zobjímán*)

|I1| → /∅/ following a syllable nucleus or /n/,
 e.g. in *gurejē* 'you (sg) sat down'
 and *gyūünē* 'you (sg.) are going to do/make';
 in case of the bound pronoun for the third person singular
 familiar feminine following a stem-final /n/, we have
 not heard the /n/ pronounced, e.g. in *gyūüm* 'she
 (in women's talk: she or he) is going to do/make'
 → /i/ elsewhere, e.g. in *gulēsīl* 'you^(sg) picked up/took'.

*) depending on the individual speaker (older ones prefer /i/, younger ones /a/)
 and in ^{at least one} ~~some~~ idiolects on the speed (one speaker pronounces /a/ in lento
 speech and /i/ in non-lento speech)

Zapoteco de Sto Domingo Albarradas, Lesson 16

Part 1: Notes on Grammar, contin.

-p3

High tone is a characteristic of the first person non-singular exclusive and of the third person singular inanimate. When |A| is /ɸ/, the high tone occurs on the end of the preceding syllable nucleus.

For an example of a verb paradigm let us look at the potential aspect of the verb 'do/make':

	Singular	Non-Singular
1	gyũnón 'I am going to do/make'	ind. dual yaguiéén pl. yaguiéénré excl. yaguiéénán
		} 'we are going to do/make'
2	gyũnł 'you are going to do/make'	gyũndí 'you are going to do/make'
3	fam. masc. gyũnzł 'he fem. gyũm 'she resp. gyũnmán 'he/she anim. gyũnb inanim. gyũnán	gyũnréł gyũnrém gyũnrémán gyũnréb gyũnrén
	} 'is going to do/make'	} 'they are going to do/make'

Part 1: Notes on Grammar, contin.

2. Aspects.

a) Habitual

Verbs in the habitual aspect begin with r-:

¿Ind ridzebil...? 'Do/did you not fear...?'
(Lesson 10, nos. 4a & 5a)

¿Shiě rau cristin? 'What does Christina eat?'
(Lesson 4, Version A)

Rënan gazin sújcr 'I want to buy sugar.'
(Lesson 9)

¿Shiě rújnł? 'What are you (sg) doing?'

ruguiăan 'I (habitually) see / look'
(Lesson 12, no. 7)

In the first person dual and plural and in case of repeated action, the habitual aspect marker is always ra-:

¿Shiě raguiéénré con lîbr? 'What do we (pl. incl.) do with a book?'

raguiăan 'I (habitually) look again'

The habitual form of the verb 'say' is homophonous with the completive form. In narratives, again and again we find expressions, such as rëbamán 'he/she (respect) said'

In some situations the habitual form is virtually synonymous with the progressive form, as in the question
¿Shiě rújnł? 'What are you (sg) doing?'

For some verbs the language helper could not even give a special progressive form, so that room sometimes means

Zapoteco de Sto Domingo Albarradas, Lesson 16

Part 1 Notes on Grammar, cont.

-p 5

'she weeps' (habitual), at other times 'she is weeping'

b) Potential

Verbs in the potential aspect begin with ya- in the first person dual and plural and in case of repeated action

Yaguiéen sójp 'We are going to make soup'

Yaguiáan 'I am going to look again'

In the first person singular, unless repeated action is indicated, they begin with g-:

Rēnan gazīin sújcr 'I want to buy sugar' (Lesson 9)

In the second and third person, the initial consonant depends on the verb class.

g:¿ Zajc gáyu'ún yá? 'May I come in?' (Lesson 3)

Some other verbs in the potential aspect do not have an aspect prefix in the second and third person. Instead, the initial lenis consonant of the basic stem is substituted by a fortis consonant:

cuêl 'you (sg) are going to sit down' (cf. gabéen 'I am going to sit down')

tēdil 'you (sg) " " pass by' (cf. gadéē dan 'I am going to pass by')

sīil 'you (sg) " " buy - cf. Lesson 9

Zapoteco de Sto Domingo Albarradas Lesson 16

Part 1 Notes on Grammar, cont.

-p6

¿Shiě rēnl s'íil? 'What do you (sg) want to buy?'
Rēnan gaz'ín sujcr. 'I want to buy sugar'

The verb 'enter' in the potential aspect begins with ch- in the second and third person:

¿Bǎn ch'ú'l? 'Where are you going to enter?'
Gáyu'ún zhijch ní. 'I am going to enter from behind there.'

The potential aspect is mostly translated into English or Spanish as future tense, unless such a verb follows the "modal verb" 'want

C. Completive

Verbs in the completive aspect begin with g-, b-, or hu-. In the first person dual and plural and in case of repeated action, the completive aspect marker always is ba-.

gu shǎlanán 'I opened it' (Lesson 6A)

Gojc chej beenrēb gǎn bggüjtréb laab. 'After a while they (the dogs) could succeed to kill him (the tigrillo)

chél gushoobil tapadér guin loj mēsh... 'then you (sg) put the lid on the table...

... bat a'cuil ro' pǎsh guin, ... you closed the toothpaste,
nadzél bg shoobilán loj mēsh zatíjb. then you (sg) put it on the table again.'

¿Bǎn huél / huédí fíey? 'Where did you (sg/pl) go yesterday'
Huáan / Bió'ón roiki. 'I/We (excl.) went to the town hall. (Lesson 2)

Zapoteco de Sto Domingo Albarradas, Lesson 16

Part 1: Notes on Grammar, contin.

- p. 5

The completive for 'go' is used only when the person(s) who went has/have already returned.

d) On the way (?)

When someone has gone but not yet returned, utterances such as the following one are used:

- { Cōn ré-zh dǎdil? 'Where are your parents?'
- Laarémán zê Sant. Mari. 'They have gone to Sta. Mariá.'

e) Unreal

When an action was intended in the past but not carried out, the verb begins with n-. In the first person dual and plural and in case of repeated intended action (not carried out) the verb is prefixed with na-

Ladzél má nusëbán laab... '(Then) I (already) was going to throw him (i.e. the tigrillo) away.' (Less. 13, no. 1)

... ni niojw zhín yu'u nēmán... '... what the man who was with him/her (resp.) was going to eat...'

- nucuídzan 'I was going to dry (it)'
- na cuídzán 'we (excl.) were going to dry (it)'
- ni bêen 'I was going to sit down'
- na dzú'ún 'we (excl.) were going to sit down -

(cōcā na dzú'ún)

or stative: we (excl.) are/were sitting / standing / staying
or unreal: we (excl.) were going to enter'

(we (excl.) were)

- núguiaámán 'he/she (resp.) was going to look'
- na guiaámán "' / " (") " " " " again

Zapoteco de Sto. Domingo Albarradas, Lesson 16

Part 1: Notes on Grammar, contin.

-p8

f) Progressive

Verbs in the progressive aspect begin with c-; some forms with g-, too; were given by language helper.

The progressive aspect prefix has high tone. (Checking with other native speakers is needed to confirm or refute the initial g-.)

cúsazh

'he is driving'

Par sí cáguŋreb laab.

'Then they (the dogs) were killing (lit.: hitting) him (tigrillo).

¿Shiě cáyũjndí?

'What are you (pl.) doing?'

Caídáawán rsiil.

'We (excl.) are eating breakfast. (Lesson 4)

The progressive aspect translates into Spanish or English as continuous form, present or past according to context.

g) Stative

A number of verbs describing a state have the prefix na-:

Daď nayaag.

'It is/was (very) cold'

Per guzhin nayaag nijs quin. 'But the water is/was very cold.'

(Lesson 8, no. 2)

The root may also be a loan from Spanish:

¡Bájai lüj natõntil!

'How stupid you (sg) are!'

In some stative paradigms, the prefix na- appears only in the first person dual and plural:

Zapoteco de Sto Domingo Albarradas , Lesson 16

Part 1: Notes on Grammar , contin.

-p. 9

zoobán	'I am / was sitting'
zoj.bámán	'he/she (resp.) is / was sitting'
<u>na</u> dzú're	'we (pl. incl.) are/were sitting/standing/ staying - or unreal: we were going to sit down / " " " " enter'
zdán	'I am / was standing)
za'ázh	'he (fam.) is / was (standing)'
<u>na</u> dzú're	'we (pl. incl.) are/were sitting/standing / staying - or unreal: we were going to sit down / " " " " enter'

Costeco de Sto. Domingo Albarradas, Lesson ¹⁶ Part 2 : Drills

I . Question & Answer Drill
 Contrasting the Non-Causative Verb 'bathe (oneself)' and the Causative Verb 'bathe (somebody else)'

*) One speaker, asked which word was the right one, answered that it was chi (which would be the word for 'when'). Another one said that the word reali was dxej 'day' and that the word-final aspiration almost dis appeared in a phrase such as dxej sâbd 'Saturday'. But even chi rather than dxe. He pronounces something like

INDEF.F. -¿Zajzil guixiê yá?
 POT.sg. 'Will you bathe tomorrow?'
 An', gaazán guixiê.
 'Yes, I will(bathe tomorrow).'
 A'án, ád zaáztan(guixiê), huídxrí gaazán.
 'No, I will not(bathe tomorrow), I will bathe the day after tomorrow.'

¿Zugajzil Dôr guixiê yá?
 'Will you bathe Doris tomorrow?'
 An', gugájzan laam.
 'Yes, I will(bathe her).'
 A'án, ád zugájztan laam(guixiê),
 huídxrí gugájzan laam.
 'No, I will not(bather her tomorrow), I will bathe her the day after tomorrow.'

INDEF.F. ¿Zajzídí guixiê yá?
 -POT.pl. 'Will you bathe tomorrow?'
 An', yadójzán guixiê.
 'Yes, we will(bathe tomorrow).'
 A'án, ád zadójztán(guixiê),
 huídxrí yadójzán.
 'No, we will not(bathe tomorrow), we will bathe the day after tomorrow.'

¿Zugajzídí Dôr guixiê yá?
 'Will you bathe Doris tomorrow?'
 An', yagájzán laam.
 'Yes, we will(bathe her).'
 A'án, ád zagájztán laam,
 huídxrí yagájzán laam.
 'No, we will not(bathe her) we will bathe her the day after tomorrow.'

HAB.sg. ¿Rajzil gazób dxej/dxi⁺ sâbd(yá)?
 'Do you bathe every Saturday?'
 An', raazán gazób dxi sâbd.
 'Yes, I bathe every Saturday.'
 A'án, ád raáztan(gazób dxi sâbd),
 raazán gazób dxi miárcw.
 'No, I do not(bathe on Saturdays), I bathe on Wednesdays.'

¿Rugajzil Dôr gazób dxi sâbd(yá)?
 'Do you bathe Doris every Saturday?'
 An', rugájzan laam(gazób dxi sâbd).
 'Yes, I bathe her(every Saturday).'
 A'án, ád rugájztan laam(gazób dxi sâbd),
 rugájzan laam gazób dxi miárcw.
 'No, I do not(bathe her on Saturdays), I bathe her on Wednesdays.'

HAB.pl. ¿Rajzídí gazób dxi sâbd(i) yá?
 'Do you bathe every Saturday?'
 An', radójzán gazób dxi sâbd.
 'Yes, we bathe every Saturday.'
 A'án, ád radójztán(gazób dxi sâbd),
 radójzán gazób dxi miárcw.
 'No, we do not(bathe on Saturdays), we bathe on Wednesdays.'

¿Rugajzídí Dôr gazób dxi sâbd(i) yá?
 'Do you bathe Doris every Saturday?'
 An', ragájzán laam(gazób dxi sâbd).
 'Yes, we bathe her(every Saturday).'
 A'án, ád ragájztán laam(gazób dxi sâbd),
 ragájzán laam gazób dxi miárcw.
 'No, we do not(bathe her on Saturdays), we bathe her on Wednesdays.'

Zapoteco de Sto. Domingo Albarradas, Lesson 16
Part 3: Drills

II. Stimulus-Response Drill (Statement-Question-Answer)
with the Non-causative and the Causative Verb 'open'

non-causative

causative

- | | |
|---|--|
| 1a) Má guixálan zatíjb.
'I will undergo surgery again.' | Gaxhálan ro' pört.
'I will open the door.' |
| b) ¿Má guixálib zatíjb yá?
'Will you (sg) undergo surgery again?' | ¿Guixhiálibán yá?
'Will you (sg) open it?' |
| c) Ān', má guixálan.
'Yes, I will undergo surgery.' | Ān', gaxhálanán.
'Yes, I will open it.' |
| 2a) Má guixálan zatíjb.
'We (excl) will undergo surgery again.' | Yaxhálan ro' pört.
'We (excl) will open the door.' |
| b) ¿Má guixálib dí zatíjb yá?
'Will you (pl) undergo surgery again?' | ¿Guixhiálibán yá?
'Will you (pl) open it?' |
| c) Ān', má guixálan.
'Yes, we will undergo surgery.' | Ān', yaxhálanán.
'Yes, we will open it.' |
| 3a) Guixálib ro' pört.
'The door will open.' | Guixhiálib botón-guie ro' pört.
'This button will open the door.' |
| b) ¿Guixálibán yá?
'Will it open?' | ¿Guixhiálibán yá?
'Will it open (impl.: it)?' |
| c) Ān', guixálib.
'Yes, it will open.' | Ān', guixhiálibán.
'Yes, it will open (impl.: it).' |

System Drill.

STATIVE

S I N G U L A R	1	zoobán	I am sitting		
	2	zobjíł	you are	"	c
	3fam.m.	zobjízh	he is	"	c
	f.	zobjím	she is	"	c
	resp.	zobjámán	he/she is	"	c
	anim.	zobjíb	it is	"	c
	inan.	zobján	it is	"	c

N O N- S I N G U L A R	1incl. dual	nadzú'	we are sitting	y	
	1incl. pl.	nadzú're	we are	"	y.
	1excl.	nadzú'ún	we are	"	y.
	2	zobjídí	you are	"	ci
	3fam.m.	zobjóbrézh	they are	"	ci
	f.	zobjóbrém	" " "	"	ci
	resp.	zobjóbrémán	" " "	"	ci
	anim.	zobjóbréb	" " "	"	ci
inan.	zobjóbrén	" " "	"	ci	

System Drills for the Verb 'sit' in Bi- Dimensional A

STATIVE

POTENTIAL

COMPLETIVE

					going to			
1	zoobán	I am sitting	gabêen	I am	sit down	gurêen	I	sat d
2	zobjíl	you are	"	cuêl	you are	"	gurejl	you "
3fam.m.	zobjízh	he is	"	cuêzh	he is	"	gurejzh	he "
f.	zobjím	she is	"	cuêm	she is	"	gurejm	she "
resp.	zobjámán	he/she is	"	cuémán	he/she is	"	gurejmán	he/she "
anim.	zobjíb	it is	"	cuêb	it is	"	gurejb	it "
inan.	zobján	it is	"	cuêén	it is	"	gurején	it "
1incl. dual	nadzú'	we are sitting	yadzú'	we are	"	badzú'	we	"
1incl. pl.	nadzú're	we are	"	yadzú're	" "	badzú're	we	"
1excl.	nadzú'ún	we are	"	yadzú'ún	" "	badzú'ún	we	"
2	zobjídí	you are	"	cuêdí	you are	"	gurejdí	you "
3fam.m.	zobjóbrézh	they are	"	cuêrézh	they are	"	gurejrézh	they "
f.	zobjóbrém	"	"	cuêrém	"	"	gurejrém	" "
resp.	zobjóbrémán	"	"	cuêrémán	"	"	gurejrémán	" "
anim.	zobjóbréb	"	"	cuêréb	"	"	gurejréb	" "
inan.	zobjóbrén	"	"	cuêrén	"	"	gurejrén	" "

COMPLETIVE
CURRENT

UNREAL

en I sat down	nibêen I was	going
again		to si
jl you "	nibéjl you were "	down
jzh he "	nibéjzh he was "	
jm she "	nibéjm she " "	
jmán he/she "	nibéjmán he/she""	
jb it "	nibéjb it was "	
ién it "	nibéjén it was "	

' stíjb we " nadzú' we were "

'ré " " " nadzú're " " "

'ún " " " nadzú'un " " "

dí you " nibéjdí you were"

rézh they " nibéjrézh they""

rém they " nibéjrém " " "

rémán " " nibéjrémán " " "

réb " " nibéjréb " " "

rén " " nibéjrén " " "

Zapoteco de Sto. Domingo Albarradas
Lesson 16

Part 2: Drills

System Drills for the Verb 'OPEN' in Bi-Dimensional

POTENTIAL

HABITUAL

COMPLETIVE

...going to open...

1	gashálan..... I am.....	rishiálan... I open...	gushálan... I opened...
2	guishiálishil... you are...	rishiálishil... you open...	gushálishil... you opened...
3 fam.m.	guishiálishizh.. he is...	rishiálishizh... he opens...	gushálishizh... he opened...
f.	guishiálishim... she is...	rishiálishim... she opens...	gushálishim.... she opened...
resp.	guishiálishamán.. he/she is...	rishiálishamán... he/she opens...	gushálishamán... he/she opened..
anim.	guishiálishib... it is....	rishiálishib... it opens...	gushálishib... it opened...
inan.	guishiálishán... it is....	rishiálishán... it opens...	gushálishán... it opened...
1 incl.dual	yashálish... we are...	rashálish... we open...	bashálish... we opened...
pl.	yashálishré... we are	rashálishré... we open...	bashálishré... we opened...
excl.	yashálishán... we are	rashálishán... we open....	bashálishán... we opened...
2	guishiálishidí... you are...	rishiálishidí... you open...	gushálishidí... you opened...

PLETIVE	UNREAL	...pörti guin
CURRENT		...the door

...again ...going to open...

nishálan...
opened... I was...

nishiálil...
opened... you were...

nishiálish...
opened... he was...

nishiálim...
opened... she was...

nishiálamán...
opened... he/she was...

nishiálib...
opened... it was...

nishiálán...
opened... it was...

nashál...
opened... we were...

nashálré...
opened... we were...

nashálán...
opened... we were...

nishiálidí...
opened... you were...

Zapoteco de Sto. Domingo Albarradas Lesson 16, Review

Part 5 Cultural Observations

During our stay in the village (5 months) we did not have much opportunity to investigate in depth the topics presented in 'Cultural Observations'.

But a start for a file is given, and we can add more information to each topic as we observe more in the future, and more topics may be added. The following topics have to be investigated:

Social structure

Social life of the individual

Economics

Ritual and belief

Games and amusements

Wordlist, Lesson 16

Verbs: Cont.

non-causative

causative

guixǎlan I will be opened

gaxhǎlan I will open

guixǎlil you will be opened

guixhiǎlil you will open

guixǎlán we (excl.) will be opened

yaxhǎlán we (excl.) will open

guixǎldí you (pl.) will be opened

guixhiǎldán you (pl.) will open

guixǎllán (it) will open

guixhiǎllán (it) will open
(it)

Zapoteco de Sto Domingo Albarradas Lesson No 17

Power Tools

1a) Zajc gannēen ze yá (: "Góobán yag-xhíl")? Can I say: I get a chair)?

b) A'on, ze quinnēel (: "Chicobán yag-xhíl") No, you should say:
(I go to get a chair)

2. ¿ Zajc gūnán grabâr yá? Can I tape it?

3. ¿ Xhiě rēn quiēbán?

What does it mean?

¿ Xhiě rēn quiēb diidx-guie? What does this word mean?

4. ¿ Xhiě nal?

What did you say?

5. ¿ Xhiě n(ə)g gannēen ni guie?

What do you say for this?

6. ¿ Xhiě n(ə)g yádzi'nán?

How do I answer?

7. ¿ Zajc gucánán ze yá?

Can I write it this way?

8. Rayá(ə)n lūj per (ád riguijntan)
ád rignia'tan nirinieel.

Sorry, but I don't understand
what you(s) say.

9. Chaawdob) {gojzi} gunnee
{gajáz}

Talk more slowly!
(half-slowly)

10. Carî gunnee

Talk faster!

11. Quishtë lūj má beenl naj yudâr. Thank you for your help.

Zapoteco de Sto Domingo Albarradas Lesson 17

Part 2: Notes on Grammar

Aspect/ motion portmanteau morphemes.

No. 1 of this lesson contrasts the non-directional potential aspect marker with the motion towards/potential aspect marker:

gáco'án 'I will take'

chíca'án 'I will go to take'

The complete set of aspect/motion portmanteau morphemes is

	HAB	POT	INDEF. FUT.	COMPL	UNR	PROGR
motion away, non-1st dual/pl	ri(g)-	chi(g)-	zi(g)-	bi(g)-	ni(g)-	zi(g)-
motion away, 1st dual & pl	ru(g)-	yu(g)-		bu(g)*	nu(g)-	zu(g)-
motion towards, non-1st dual/pl	ri-d-	qui-d-	zi-d-	bi-d-	ni-d-	zi ^(r) -d-
motion towards, 1st dual & pl						zi ^(r) ud-

The forms for recurrent action are ignored at this point.

The presence or absence of the final /g/ in the motion/away prefixes and the tone in all of the above prefixes follow a set of morphophonemic rules. Further examples for non-recurrent action:

Lesson 5: ¿Bǎn chině zhi bindool? 'Where are you (sg) going to take your ^(sg) baby

" Mandád chině'én laam. 'I am going to take her/him (wom. talk) on an errand.'

Lesson 7: Da bén gunáan biněmán 'My wife took Chris for her vaccinations.'

Cristiin guyumvacúun.

" Bíně'én Cristiin guyumvacúun. 'I took Christy for her vaccination.'

Less. 12: Bíně'én choónbē'cw, stíjb zhíndoo. 'I took 3 dogs and another boy

" guij fójc ni zíně'én 'the flashlight that I have/had with me.'

" 12: Ladzél búquiaán 'Then we went to look'

x) One speaker said biúquiaán instead of búquiaán 'We (excl) went to look in his narrative'.

Zapoteco de Sto. Domingo Albarradas, Lesson 17

Part 2: II. Notes on Phonology, contin.

Now the above expressions with the preceding word /bàgyàá/ 'see!':

- /bàgyàá gyà/ [bāg'ā{āg'ā}A] <Baguiaá guia.> 'See the rain!'
- /bàgyàá gyàl/ [bāg'ā{āg'ā}l] <Baguiaá guial.> 'See the cornfield!'
- /bàgyàá gyàa/ [bāg'ā{āg'ā}ā] <Baguiaá guiaa.> 'See the flower!'
- /bàgyàá gyàal/ [bāg'ā{āg'ā}āl] <Baguiaá guiaal.> 'See the night!'
- /bàgyàá gyà' / [bāg'ā{āg'ā}A] <Baguiaá guia'.> 'See the mountain/hill!'
- /bàgyàá gyà'l/ [bāg'ā{āg'ā}āl] <Baguiaá guia'l.> 'See your (sg) foot!'
- /bàgyàá gyàh/ [bāg'ā{āg'ā}h] <Baguiaá guiaj.> 'See the stone!'
- /bàgyàá ž gyàhl/ [bāg'ā{āg'ā}hāl] <Baguiaá x guiajl.> 'See your (sg) stone!'

Zapoteco de Sto Domingo Albarradas, Lesson 17

Part 3: Drills

Phonological Drill for Simple & Rearticulated Syllable Nuclei:

1. i

Simple Nucleus

(chi 'when'
 binn 'seed'
 guib 'ligament'
~~tigr 'tiger'~~
 nî 'there'
 Cristîn 'Christina'

Rearticulated Nucleus

chii 'ten'
 ibiin! 'weep!'
 guuib 'iron, weapon'
~~chitîiban 'I go to wash'~~
 guirîi... '...will go out/come^{OU}
 gârîin 'I will go out/come ou'

2. ï

Dân 'Antonio'
 yix 'sand'
 lēnï 'inside (the house)'

guïin '...will do, make'
 balïix 'he taught'
~~nïix 'he comes carrying'~~
 ibalïï! 'teach!'
~~ibadnïï! 'roast!'~~

3. e

běńán dxiiin 'I worked'
 baněńán 'I gave it!'
 gunněńán 'I spoke it'
 be 'animal'

ibeenán! 'do it!'
 ibaneén! 'give it!'
 gunneéńán 'speak it!'
 ('it spoke it')
 lád bee 'right side'

4. ë

bězán 'it is a bee/fox
 bacuěĺán 'it is totomosle'
 gulěńán 'I took it out'
 ïběĺán? 'how many of them?'
 basěbán 'I lost, threw away'

huěězán 'it (e.g. a nail)
 got into the wall)
 cuěėlán 'you (sg) will get
 it out'
 (gulěėńán) 'it took it out!'
 riběėlán 'you (sg) take it out'
 ibasěėbán! 'throw it away!'

Zapoteco de Sto Domingo Albarradas, Lesson 17

Part 3: Drills

Phonological Drill for Simple & Rearticulated Nuclei, contin.

5. a

guia	'rain'	guiaa	'flower'
guial	'cornfield; because'	guiaal	'night'
gá <u>l</u> lanij	'there will be a fiesta'	ibaga <u>á</u> l lajd!	'hang the laundry'
igudaw!	'eat!'	chaaw	'slow, soft; repaired, ready'

6. o

cob			
niscob	'corn dough' 'agua de masa'	goob	'broom'
!Alfrédô!	'Alfred! (men's talk: shouting style)'	gandóo	'in a while, later'
limôx	'lemon'	badóon	'we (dual) wept, cried'
guloxán	'it is finished'	ibalooxán!	'finish it!'

7. u

iguyu!	'come in!'	gayuu	hundred
--------	------------	-------	---------

Zapoteco de Sto Domingo Albarradas, Lesson 17

Part 5: Cultural Observations

Material Culture: Personal Care and Decoration

1. Cleanliness:

Water is readily available - every where in the village are public water faucets. We observed people wash themselves there; others used a shower which an american lady had built and given to her zapotec relatives. This shower was frequently used by the owners and their relatives. Even hot water could be made. The little water heater had to be lit every time and the fire was fed by corn cobs or wood. Shower, washbasin, basin for washing clothes and toilet were all in one little room and not kept very clean.

The town has also public toilets, located centrally. This is a great achievement. About their use we are not very well informed; we observed children just sitting in the courtyards and human feces at protected areas (for example between two house walls).

Soap is used and available in stores. The water used in washing just flows to the next drainage and down the mountain, or sinks into the ground.

Washing clothes: Many households own a washbasin with faucet made of concrete. But in addition, two public areas have been observed where women gather and wash clothes on stones: One place is supplied with water pipes, the other has a brook flowing through. Water is put on the clothes with soap, and after the rubbing process they are rinsed in the brook and dried on bushes or on twisted clothes lines - no pegs are necessary.

Zapoteco de Sto Domingo Albarradas,

Lesson 18

Part 1 Monolog: What I do every morning

1. ¿Zajc gan^ŷn lojl/^{lojód}toj^ŷ yá
ni r^ŷnán gazób risil? May I tell you (sg/pl)
what I do every morning?
2. Chi rabanan
rusáaládxán ribêdx riniáaban Diôz. I remember God; I call on Him and ask
of Him.
3. Ladxél rusídan diidx-guie
rucátéénán. Then I study this idiom
and write it.
4. Riliox rusídanán
r^ŷwán risiil. After studying it,
I have breakfast.
5. Ladxél riguíib ro'ón.
(lit.: wash my mouth).
6. ¿Gan^ŷn xhiě nág r^ŷnánán yá? Shall I ~~will~~ tell how I do it?

Zapoteco de Sto. Domingo Albarradas, Lesson 18

Part 1: Monolog -- What I do every morning

¿Zajc ganĭn lojl/lojód yá	Can I tell you (sg/pl)
{xhiě}rĭnán gazób rsĭl?	what I do every morning?
Chi rabanan, rusáalădxán ribêdxan Diôz.	When I wake up, I remember to ask of God.
Ladxél rudědan dŭd rě' da-bindoon.	Then I nurse my baby. (lit.: Ther HAB-give-I breastmilk HAB/drink POSS1sg-girl-DIM-1sg.)
Riliox rudědan dŭd rě'm,	When I have finished nursing her,
ladxél rŏlán histŏr ni cá {lĕn} Bĭbl.	I read a story that is written in the Bible.
Ladxél rĭxchejn luloon	Then I get up (from) (the bed)
raácw da-xăbán.	(and) dress.
Ladxél ruchă(n) xab da-bindoon	Then I change the clothes of
con xab da-Cristĭndoon.	my baby and of my little Chbisty.
Ladxél runăan.	Then I wash my hands.
Ladxél rĭnán ni {yadáawán} rsiil.	Then I make what we eat for breakfast.
	{radăawán}

Zapoteco de Sto Domingo Albarradas , Lesson 18

Part 2: Notes on Grammar

Use of body part nouns as Locative nouns.

ro' 'mouth' with a primary and a secondary meaning:

While in Lesson 19 ro' 'mouth' occurs with its primary meaning, in Lesson 18 we find it with a secondary meaning:

bata'cuil ro' pásti quin 'you closed (the mouth of)
the toothpaste' (no. 7)

nadzél gushǎlil ro'ón 'then you opened it (lit.: its
mouth)' (no. 2)

In Lesson 19 this word occurs with its primary meaning as a body part:

Nadzél cáguíib ro'l 'Then you (sg) are/were cleaning
your (sg) mouth' (no. 16)

(Nadzél) gúzása ro'l rijs quin (zatíjb) '(Then) you (sg) rinsed your (sg)
mouth (again)' (nos. 18 & 20)

Zapoteco de Sto. Domingo Albarradas, Lesson 18
Part 3: Drills

Phonological Drills Contrasting Rearticulated & Interrupted Syllable Nuclei

Rearticulated Nucleus

Interrupted Nucleus

1. i

chiinn	'15'	chi'nn	'13'
diidx	'word, language'	gui'ch	'paper'
chii	'ten'	ribi'	'blow (hab)'
yaríin	'I will come back out'	yabí'n	'I will return'

2. e

ibaneén!	'give it!'	ibadxé'én!	'plant it, put it in!'
beem	'she did, made'	badxe'm	'she planted, put in'
beenmán	'he/she (resp) did, made'	badxe'mán	'he/she (resp) planted, put in'
bêé	'crab'	be'é	'mushroom'
bee	'hamster'	ze'	'wall'(of a house)'

3. ë

igátëë!	'hurry up!'	zë'	'corn cub'
cuëén	'it (inan) will take out'	guië'én	'I/it (inan) will drink'

4. í

-the verb 'burn (caus)' -		- the verb 'extinguish, blow out, turn of	
badxiílán	'you (sg) burned it'	basí'lán	'you (sg) extinguished it'
badxiíxán	'he burned it'	basí'xán	'he extinguished it'
badxiímín	'she burned it'	basí'mín	'she extinguished it'
badxiímán laán	'he/she(resp)burned it'	basí'mán laán	'he/she (resp) ex- tinguished it'
badxiídán	'you (pl) burned it'	basí'dán	'you (pl) extinguished it'
badxiíreéxán	'they (masc) burned it'	basí'reéxán	'they(masc)extinguished it'
badxiíreémín	'they (fem) burned it'	basí'reémín	'they(fem)extinguished it'
badxiíreémán laán	'they(resp)burned it'	basí'reémán laán	'they (resp) extinguish- ed it'
!badxiín!	'burn it!'	ibasí'ín!	'extinguish it!'

Part 3, cont.

Rearticulated Nucleus

Interrupted Nucleus

5. a

guiaa 'rain'
 guiaal 'night'
 gudxaán 'it filled up (non-caus)'
 ibachaán! 'change it!'

guia' 'mountain, hill'
 guia'l 'your(sg) lower leg, foot'
 gudxa'án 'I was late'
 ibacha'án! 'heat it!'

6. o

rool 'sing (hab)'
 room 'she cries (hab)'
 roonmán 'he/she(resp) cries (hab)'
 ridoob 'hurt (hab)'
 góon 'cry (pot)'
 góonl 'you (sg) will cry'
 góonx 'he will cry'
 góom 'she will cry'
 góonmán 'he/she(resp) will cry'
 góondí 'you (pl) will cry'
 góonreéx 'they (masc) will cry'
 góonreém 'they (fem) will cry'
 góonreémán 'they (resp) will cry'
 gandóo 'in a while, later'
 bindoo 'little girl (women's
 talk: little child)'
 da-bindoon 'my little girl (women's
 talk: my little child)'
 dúx-bindoon 'our (excl) little girl
 (women's talk: our little child)'

ro'l 'your (sg) mouth'
 ro'm 'her mouth'
 ro'mán 'his/her(resp) mouth'
 rido'b 'it (anim) sells (non-caus)(hab.
 gó'n 'bull'
 x gó'nl 'your (sg) bull'
 x gó'nx 'his bull'
 x gó'm 'her bull'
 x gó'nmán 'his/her (resp) bull'
 x gó'ndí 'your(pl) bull'
 x gó'nreéx 'their (masc) bull'
 x gó'nreém 'their (fem) bull'
 x gó'nreémán 'their (resp) bull'
 du-ró' 'our (dual) mouths'
 ro' 'mouth'
 brigo'n 'was left behind'
 ro'ón 'my/its (inan) mouth'

7. u

duu 'rope'
 buú 'hair'
 gayuu 'hundred'
 bátuún 'we (excl) were ashamed'
 yátuún 'we (excl) will be ashamed'
 nátuún 'we(excl)were about to be
 ashamed/would have been ashamed'

igu'! 'drink!'
 yu'ú 'there is/was'
 ibagu'! 'put in!'
 ibagu'ún! 'put it in!'
 gágu'ún 'I will put in'
 nágu'ún 'I was about to put in/
 would have put in'

Zapoteco de Sto Domingo Albarradas , Lesson 18

Part 3: Drills.

Grammatical Drill:

The same monologues in third person.

- | | |
|--|--|
| 1. ¿Zajc ganí n {láj /lējti /
{lojl/lojód} yá
ni rájn da bén-guiaawan gazób risíl? | May I tell you (sg/pl) what my
husband does every morning? |
| 2. Chi rabanmán
rusaladxmán ribejdx riniěbmán Diôz. | When he wakes up, he remembers
to call on God and ask of Him. |
| 3. Ladxél rusiid mán diidx-guie,
rucaatë mán. | Then he studies this idiom
and writes it down. |
| 4. Riliox rusiidmán,
ladxél radáawán risiil. | After he has studied,
we have breakfast. |
| 5. Ladxél riguiib ro'mán. | Then he cleans his teeth. |
| 6. ¿Ganí n xhiě nag rájnmán yá? | Shall I tell how he does it? |

Part 3: Drills

Grammatical Drill:

The same monolog in third person.

- | | |
|--|--|
| 1. ¿Zajc ganĩn {láj /lējti} / {lojl/lojód} yá xhiě rájn da bén-gunáan gəzób risil? | May I tell you (sg/pl) what my wife does every morning? |
| 2. Chi rabanmán, rusalex mán ribejdx mán Diôz. | When she wakes up, she remembers to ask of God. |
| 3. Ladxél rudëéd mán dūd rē' dux-bindoón. | Then she nurses our baby (lit.: gives breastmilk drinks our baby). |
| 4. Riliox rudëéd mán dūd rē'm, ladxél rool mán histór ni cá loj Bíbl. | After nursing her, she reads a story from the Bible. |
| 5. Ladxél rixchě mán luloon, rajcw xab mán. | Then she gets up and dresses. |
| 6. Ladxél ruchaamán xab dux-bindoón con xab dux-Christíndoón. | Then she changes our baby's and our little Christina's clothing. |
| 7. Ladxél runaa mán. | Then she washes her hands. |
| 8. Ladxél rájn mán ni radáawán/yadáawán risiil. | Then she prepares (lit.: does/makes) breakfast (lit.: what we (will) eat breakfast). |
| 9. Riliox radáawán risiil, ladxél radíib/yadíib du-ró'ón. | After breakfast we (will) clean our teeth. |
| 10a) ¿Zanĩn yá xhiě nág riguiib ro' da bén-gunáan? | Shall I tell |
| b) ¿Zanĩn xhiě nág riguiib ro' da bén-gunáan yá? | how my wife cleans her teeth? |

Zapoteco de Sto Domingo Albarradas. Lesson No 11

Part 5: Cultural Observations

Material Culture:

Means of Transportation

Since a road is going into Sto Domingo A., trucks are a very important means of transportation. Two trucks, owned by storekeepers, are going from the village to Mitla and back on a weekly basis. Another truck comes and goes more irregularly. Besides goods, people are transported by truck also. Each person pays a fee of 25 pesos for one way. Often the trucks are overloaded.

Mules and horses are used to carry loads over the mountain trails. We also observed people carrying loads of firewood or claypots on their backs, aided by a strap around their forehead.

Zapoteco de Sto Domingo Albarradas, Lesson 19
 Part I: Monolog: How I clean my Teeth.

A. First Person

- | | |
|--|---|
| 1. Ganĩn xhiě naág riguíib ro'ón. | I will tell how I wash my mouth. |
| 2. Ríga'án nijs loj vájs. | I fill water into a cup. |
| 3. Nadxél rigú'ún cepî loj vájs | Then I stick a brush into the cup |
| 4. Riběñ pást | I squeeze paste out |
| (riguíëbanán) loj cepî-guin | I put it on the brush. |
| 5. Ladxél riguíib ro'ónán | Then I wash my mouth with it. |
| 6. Ladxél rixhie'én bidxijn guie
loj lavadêr | Then I spit into the basin |
| 7. Ladxél ruză nijs ro'ón
tiolóp choonn vólt. | Then I rinse my mouth
two or three times |
| 8. Rilioxť riguíib ro'ón | My mouth washing ends. |

B. Third Person, respect form

- | | |
|---|---|
| 1. Ganĩn xhiě naág riguíib ro'
da bėn-gunāan / da bėn-guiaawan | I will tell how my wife / my
husband washes her / his mouth |
| 2. Ríga'mán nijs loj vájs | She / he fills water into a cup |
| 3. Ladxél rigú'mán cepî loj vájs -guin | Then she / he sticks a brush
into the cup. |
| 4. Ladxél ribě'émán pást
riguíëb mán loj cepî-guin | Then she / he squeezes
paste out, she / he puts it on the
brush |
| 5. Ladxél ruzaa ro' mán | Then she / he washes her / his
mouth |
| 6. Ladxél rixhie'émán nijs
ni riguíib ro' mán | Then she / he spits out the
water she / he washes her / his mouth |
| 7. Ladxél ruzaa nijs ro' mán
tiolóp choonn vólt. | Then she / he rinses her / his mouth
with water two or three times |
| 8. Rilioxť riguíib ro' mán | Her / his mouth washing ends |

Zapoteco de Sto Domingo Albarradas, Lesson 19

Part 2: Notes on Grammar

Subject possessed object:

In three utterances (nos. 16, 18 & 20) the object (the mouth) is possessed by the subject (2nd person sg.) The bound subject pronoun (1-Il), therefore, is not attached to the verb but to the object:

16. Nadzél cáguíib ro'l 'Then you (sg) are/were
 - instead of: Nadzél cáguíibil ro' cleansing your (sg) mouth

18 & 20. (Nadzél) gúzáa ro'l nijs guin 'Then you (sg) rinsed
 - instead of: ...gúzáal ro'... your (sg) mouth

Motion away Involved

Potential Aspect.

- a) i. ¿Bǎn chísiíł?
'Where will you (sg) go shopping?'
Chisiín La'ch.
'I will go shopping in the Valley⁺⁺⁺).' *Valley*
- ii. ¿Bǎn chísiídí?
'Where will you (pl) go shopping?'
Yusiín La'ch.
'We (excl) will go shopping in the Valley.'
- b⁺) i. ¿Bǎn chísií xíndoo guin?
'Where will the boy go shopping?'
Chisiíx La'ch.
'He will go shopping in the Valley.'
- ii. ¿Bǎn chísií reé xíndoo guin?
'Where will the boys go shopping?'
Chisiíreéx La'ch.
'They(masc)will go shopping in the Valley.'
- c) i. ¿Bǎn chísií biíndoo guin?
'Where will the girl⁺) / child⁺⁺) go shopping?'
Chisiím La'ch.
'She⁺) / she-he⁺⁺) will go shopping in the Valley.'
- ii. ¿Bǎn chísií reé biíndoo guin?
'Where will the girls⁺) / children⁺⁺) go shopping?'
Chisiíreém La'ch.
'They(fem⁺/fam⁺⁺)will go shopping in the Valley.'
- d) i. ¿Bǎn chísií bén gunáa guin?
'Where will the lady go shopping?'
Chisiímán La'ch.
'She (resp) will go shopping in the Valley.'
- ii. ¿Bǎn chísií reé bén gunáa guin?
'Where will the ladies go shopping?'
Chisiíreémán La'ch.
'They(resp)will go shopping in the Valley.'

⁺) men's talk

⁺⁺) women's talk

⁺⁺⁺) Mitla, Tlacolula, Oaxaca, etc.

Zapoteco de Sto. Domingo Albarradas, Lesson 19 - Part 3: Drills

11. Context Forcing Drills: Use of the potential, the completive, and the habitual aspect according to the time frame, with different persons

A. Non-directional Verb Forms -- Locative Frame: ...lëniü '...in the house'

gazóts dxi wábel

*guixiê guixiê is more common
- or even better: guixiê guixiêts*

	<u>guixiê 'tomorrow'</u>	<u>niéey 'yesterday'</u>	<u>Cá tijb dxejgaj 'every day'</u>
1st pers.sg.: naj 'I'	Guixiê gaazán... 'Tomorrow I will bathe...'	Niéey goozán... 'Yesterday I bathed...'	Cá tijb dxejgaj raazán... 'Every day I bathe...'
1st pers.incl.pl.: dunújreé 'we'	Guixiê yadójzreé... 'Tomorrow we will bathe...'	Niéey badójzreé... 'Yesterday we bathed...'	Cá tijb dxejgaj radójzreé... 'Every day we bathe...'
3rd pers.resp.sg.: laamán 'he/she'	Guixiê gázimán... 'Tomorrow he/she will bathe...'	Niéey gojzimán... 'Yesterday he/she bathed...'	Cá tijb dxejgaj rajzimán... 'Every day he/she bathes...'
3rd pers.resp.pl.: laareémán 'they'	Guixiê gázreémán... 'Tomorrow they will bathe...'	Niéey gojzreémán... 'Yesterday they bathed...'	Cá tijb dxejgaj rajzreémán... 'Every day they bathe...'

B. Notion away Involved -- Locative Frame: ...Guiuró' '...(in) the big river'

gazóts dxi sábi

	<u>guixiê 'tomorrow'</u>	<u>niéey 'yesterday'</u>	<u>Cá tijb dxejgaj 'every day'</u>
1st pers.sg.: naj 'I'	Guixiê chigaazán... 'Tomorrow I will go bathing...'	Niéey bigaazán... 'Yesterday I went bathing...'	Cá tijb dxejgaj rigaazán... 'Every day I go bathing...'
1st pers.incl.pl.: dunújreé 'we'	Guixiê yudójzreé... 'Tomorrow we will go bathing...'	Niéey budójzreé... 'Yesterday we went bathing...'	Cá tijb dxejgaj rudójzreé... 'Every day we go bathing...'
3rd pers.resp.sg.: laamán 'he/she'	Guixiê chigázimán... 'Tomorrow he/she will go bathing...'	Niéey bigázimán... 'Yesterday he/she went bathing...'	Cá tijb dxejgaj rigázimán... 'Every day he/she goes bathing...'
3rd pers.resp.pl.: laareémán 'they'	Guixiê chigázreémán... 'Tomorrow they will go bathing...'	Niéey bigázreémán... 'Yesterday they went bathing...'	Cá tijb dxejgaj rigázreémán... 'Every day they go bathing...'

Zapoteco de Sto. Domingo Albarradas Lesson No. 19

Part 5: Cultural Observations

Material Culture: Music

Music in Sto Domingo is mostly influenced by Spanish Traditions. There is a town band which plays at the inauguration fiesta of the new town president (usually at new year) on religious occasions such as Christmas, official occasions such as the visit of the governor of Oaxaca. Occasionally the band is invited to other locations: several times to San Miguel; on All Saints 1979 to Oaxaca City, and in spring 1980 they played for the governor of Oaxaca in the city for good payment.

The instruments they play are brass- and wind-instruments as well as drums. Individuals may play the guitar and children were observed playing recorder.

The town hall and the school as well as the church have loudspeakers and use them mostly for messages, but individual families use loudspeaker-music with high volume on family-occasions or fiestas. They can often be heard in the whole village. The records used are mostly popular love-songs in Spanish, accompanied by mariacho-music or other instruments.

Zapoteco de Sto Domingo Albarradas, Lesson 20

Trip to the States.

- | | |
|--|--|
| 1. Chi barínMéxcw, | When we left Mexico City, |
| 2. bió'ón viáj con camionéjt; | we travelled in a van; |
| 3. par sí b(í)guia'ánán Querétaro. | we stayed over night in Querétaro. |
| 4. Ladxél badxióón Querétaro, | Then we left Querétaro, |
| 5. par sí bió'ón Monterreý. | and went to Monterrey. |
| 6. Bariín Monterreý. | We left Monterrey. |
| 7. Má zió'ón, | We travelled already, |
| 8. chi gubix guiät dúx camionéjtán, | when the van turned over, |
| 9. guial huéndâd nawëög najá loj
carretér-guin. | because the street there was
very difficult to drive. |
| 10. Ad najátán ti(jb)-loj. | It was not even. |
| 11. Zeél gubix guiätán. | That's why the van turned over. |
| 12. Fer áchüt dunújún bidxéel guiidx.
(Fer ád bidxeelguiidx tán.) | But nobody got hurt. |
| 13. Birii Dôr ro' ventán guin. | Doris was thrown ^{out} through the window |
| 14. Huéndâd room. | She cried very much. |
| 15. Fer áchët(sí) gōquím, | But nothing happened to her, |
| 16. ád bidxeel guiidx tim mâzrí, | she was not (further) injured |
| 17. tibda'ánz rejn birii xi'm. | (except that) her nose bled a little. |
| 18. Gognëé Diôz dunújún; | God was with us; |
| 19. ád baslaatmán dunújún
nazá'cán mâzrí ni mâl. | He did not allow anything worse
to happen to us. |

Zapoteco de Sto Domingo Albarradas, Lesson 20

Part 2: Notes on Grammar

The diminutive -doo:

The diminutive is fairly frequent in the language. It even carries over into the Spanish spoken by people from the village

"un poquito de..."	'a little... (e.g. salt, sugar)
"carnecito"	'meat'

It even shows up in adjectives:

"suavecito"	'soft'
-------------	--------

In this lesson, it occurs in various Zapotec expressions:

bē'cwdo	'doggy'	(no. 2)
čhapárrdoo	'dwarfish, small'	(no. 2)
guiá'doob	'his (the dachshound's) short legs'	(plural unmarked)

In Lesson 21 (same text continued) it occurs in

ya'sdooreé	'black - DIM - PL'	(no. 23)
brěgdoo	'round'	(no. 26)

In some expressions the diminutive morpheme is an inseparable constituent:

zhíndoo	'boy'
bindoo (or biindoo)	'girl' (in womens talk: girl, child)

Zapoteco de Sto Domingo Albarradas, Lesson 20

Part 2: Notes on Grammar, cont.

Position of the subject in a clause:

In a spontaneous narrative the subject commonly follows the predicate, except in a relative clause. This rule can be observed throughout the text of Lessons 12 & 13, and throughout the text of Lesson 15.

In Lessons 20 & 21 we find this position, too, e.g. in Lesson 20, nos. 4-6 & 8, and in Lesson 21, nos. 15 & 23; but in this descriptive text the subject frequently occurs before the predicate, e.g. in Lesson 20, nos. 1-3, 7, 9 & 12, and in Lesson 21, nos. 14, 16, 20, 22, 24, 25 & 27.

No bound subject pronoun occurs with either position of a subject noun phrase, except when something is named, (here: a dog) e.g. in Lesson 20, nos. 7 & 9, and in Lesson 21, nos. 14, 17, 20, 22, 24, 25 & 27.

It could be that the position of the subject depends on the following features: After the predicate in spontaneous texts spoken into the taperecorder;
before the predicate in texts translated from Spanish.

Idiolectal variants of the pluralizer {-ré-}:

The men with whom we worked pronounced the pluralizer "-ré-". María, who spoke the text of Lesson 20 & 21, always pronounced "-reé-".

The Use of the Morpheme |-rí| 'more, any more'

|í| is /ó/ preceding a vowel (that vowel then gets the high tone)
/i/ elsewhere

I. Questions & Answers

Absence & Presence of |-rí|

without |-rí|

with |-rí|

- | | |
|--|---|
| 1a) ¿Zajwl guiajt yá?
'Would you(sg) like to eat tortilla?' | ¿Zajwríl guiajt yá?
'Would you(sg) like to eat more tortilla?' |
| b) Ān', gǎwánán.
'Yes, I will (eat it).' | Ān', gǎwránán.
'Yes, I will (eat more).' |
| c) A'án, ád zǎwtánán.
'No, I won't (eat it).' | A'án, ád zǎwtrínán.
'No, I won't (eat more).' |
| 2a) ¿Zajwdí guiajt yá?
'Would you(pl) like to eat tortilla?' | ¿Zajwrídí guiajt yá?
'Would you(pl) like to eat more tortilla?' |
| b) Ān', yadáawánán.
'Yes, we (excl) will.' | Ān', yadáawránán.
'Yes, we (excl) will.' |
| c) A'án, ád zadáawtánán. ← | A'án, ád zadáawtrínán.
'No, we won't.' |
| 3a) ¿Zajw xi-xíndool guiajt yá?
'Would you(sg)son like to eat tortilla?' | ¿Zajwrí xi-xíndool guiajt yá?
'Would your son like to eat more tortilla?' |
| b) Ān', zajwxán. gǎwxán
'Yes, he probably will.' | Ān', zajwríxán. gǎwríxán
'Yes, he probably will.' |
| c) A'án, ád zajw tixán.
'No, he won't.' | A'án, ád zajw tríxán.
'No, he won't.' |
| 4a) ¿Zajw reé xi-xíndool guiajt yá?
'Would your(sg)sons like to eat tortilla?' | ¿Zajwrí reé xi-xíndool guiajt yá?
'Would your(sg)sons like to eat more tortilla?' |
| b) Ān', zajwreéxán. gǎwreéxán
'Yes.' | Ān', zajwríreéxán.
'Yes.' |
| c) A'án, ád zajw treéxán.
'No.' | A'án, ád zajw trí reéxán.
'No.' |
| 5a) ¿Zajw xi-bindool guiajt yá?
'Would your {daughter} like to eat tortilla?'
(child) | ¿Zajwrí xi-bindool guiajt yá?
'Would your {daughter} like to eat more tortilla?'
(child) |
| b) Ān', zajwmín. gǎwmín
'Yes.' | Ān', zajwrímín. gǎwrímín
'Yes.' |
| c) A'án, ád zajw tímín.
'No.' | A'án, ád zajw trímín.
'No.' |
| 6a) ¿Zajw reé xi-bindool guiajt yá?
'Would your daughters/children like to eat tortilla?' | ¿Zajwrí reé x -bindool guiajt yá?
'Would your daughters/children like to eat more tortilla?' |
| b) Ān', zajwreémín. gǎwreémín
'Yes.' | Ān', zajwríreémín. gǎwríreémín
'Yes.' |
| c) A'án, ád zajw treémín.
'No.' | A'án, ád zajw trí reémín.
'No.' |

Zapoteco de Sto. Domingo Albarradas, Lesson 20

Part 3: Drills

I. contin.

- | | |
|--|---|
| 7a) ¿Zajw xi-bë'cwil guiajt yá?
'Would your dog eat tortilla?' | ¿Zajwrí xi-bë'cwil guiajt yá?
'Would your dog eat more tortilla?' |
| b) Ān', zajwbán. gǎwbán
'Yes.' | Ān', zajwríbán. gǎwríbán
'Yes.' |
| c) A'án, ád zajw tibán.
'No.' | A'án, ád zajw tríbán.
'No.' |
| 8a) ¿Zajw reé xi-bë'cwil guiajt yá?
'Would your dogs eat tortilla?' | ¿Zajwrí reé xi-bë'cwil guiajt yá?
'Would your dogs eat more tortilla?' |
| b) Ān', zajwreébán. gǎwreébán
'Yes.' | Ān', zajwríreébán. gǎwríreébán
'Yes.' |
| c) A'án, ád zajw treébán.
'No.' | A'án, ád zajw tríreébán.
'No.' |

II. Contrasting the Morphemes |-rí| 'more, any more' and /-reé-/ 'plural

|-rí|/-reé-/

- | | |
|---|--|
| 1a) ¿Zajwrí xi-xíndool guiajt yá?
'Would your son eat more tortilla?' | ¿Zajw reé xi-xíndool guiajt yá?
'Would your sons eat tortilla?' |
| b) Ān', zajwríxán. gǎwríxán
'Yes.' | Ān', zajwreéxán. gǎwreéxán
'Yes.' |
| c) A'án, ád zajw tríxán.
'No.' | A'án, ád zajw treéxán.
'No.' |
| 2a) ¿Zajwrí xi-bindool guiajt yá?
'Would your daughter/child eat more tortilla?' | ¿Zajw reé xi-bindool guiajt yá?
'Would your daughters/children eat tortilla?' |
| b) Ān', zajwrímín. gǎwrímín
'Yes.' | Ān', zajwreémín. gǎwreémín
'Yes.' |
| c) A'án, ád zajw trímín.
'No.' | A'án, ád zajw treémín.
'No.' |
| 3a) ¿Zajwrí xi-bë'cwil guiajt yá?
'Would your dog eat more tortilla?' | ¿Zajw reé xi-bë'cwil guiajt yá?
'Would your dogs eat tortilla?' |
| b) Ān', zajwríbán. gǎwríbán
'Yes.' | Ān', zajwreébán. gǎwreébán
'Yes.' |
| c) A'án, ád zajw tríbán.
'No.' | A'án, ád zajw treébán.
'No.' |

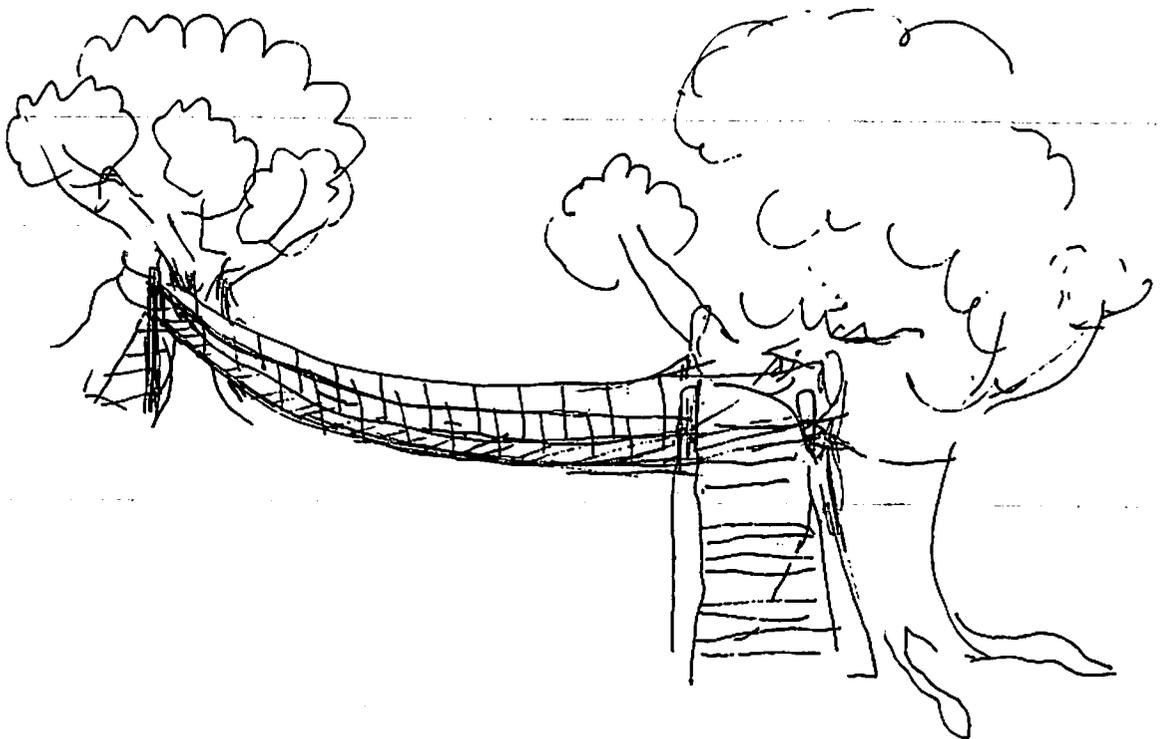
Zapoteco de Sto Domingo Albarradas Lesson No. 20

Part 5: Cultural Observations

Material Culture: Roads and Bridges.

There is one road going into Sto. Domingo Albarradas, connecting the village with other villages and especially the market towns of Mitla, Tlacolula and the city Oaxaca. About the last 12 miles of the way, the road is full of furrows, stones and very bumpy. But it serves for truck- and other motor traffic. The road is in worse shape after the rains, and is repaired for the rest of the year by work crews from Sto Domingo and Sta María.

There is one bridge across the big river, an hour by foot away. Two metal ropes are tied to two trees across each other. Wooden planks are tied to the ropes. Two other ropes serve as rails. This hanging bridge is only suitable for passengers by foot. Some even prefer wading through the river when the water is low enough.



Zapoteco de Sto Domingo Albarradas, Lesson 21

How Arthur Yates visited us.

- | | |
|---|---------------------------------|
| 20. Bió'ón viáj par xijch nijs, | We travelled to the States, |
| 21. par sí bió'ón loj romplân. | we went by plane. |
| 22. Bidxinnán xijch nijs guin. | We arrived in the States. |
| 23. Ladxél bió'ón lōd za'á bārcw naróab, | Then we went to a big ship, |
| 24. par sí naxú'ún yaxaj. | and there we stayed. |
| 25. Par sí baguiéenán dād Artúr invitâr, | Then we invited Don Arturo, |
| 26. par sí bi'támán bídganàjámán dunújún. | and he came to visit us. |
| 27a) Bidnēmán Darlín, | He brought Darlene along, |
| b) bídganàjérémán dunújún. | they came to visit us. |
| 28. Iar sí namán: | Then he said: |
| 29. -- Gugájpdiôzsi(i)l | "Greetings (you will greet) |
| bén Sant Dumíngwreé | to the people of Sto. Domingo. |
| 30a) Guiëbíl: | Say to them (you will say): |
| b) Guxhaal dād Artúr | 'Don Arturo sends his greetings |
| xtiidx Diôz lojáí. | (he sends you a word of God) |
| 31. Léamán za'á xijch nijs. | He is in the United States.' |

Zapoteco de Sto Domingo Albarradas, Lesson 21

Part 2: Notes on Grammar

-reé - ∞ -ré-

A Pluralizer in Noun Phrases:

If the noun is a bodypart, the pluralizer does not occur at all in the text of Lessons 20 (nos. 6 & 8) & 21 (nos. 15, 16, 18)

With other nouns, if a number occurs, the pluralizer is omitted, as in Lesson 20, no. 1:

Ciën löj do't bë'cw yu'ú. 'There are many (lit. hundred) kinds of dogs.'

and in Lesson 12, no. 2:

Bíne'én choón bë'cw... 'I took three dogs with me, ...'

With the more general quantifier garól 'half, some', however, the pluralizer does occur, as in Lesson 20, no. 2:

Garól reé bë'cwdoó guin ádrini'íst,... 'Some (little) dogs do not grow...'

The pluralizer here precedes the noun.

The phrase garól bë'cwdoó guin, without the pluralizer, would probably mean 'half of the little dog'.

With food, such as tortillas, beans and eggs, occurring as object, the pluralizer was omitted by the language helper (Lesson 4, dialog and final drill).

The same language helper also omitted the pluralizer with the word 'stone', occurring as object, without a quantifier:

Bazólán guiaj löd nagaáb 'I threw stones at it - literally: ... at where it (i.e. the snake) was.' (Lesson 8, no. 5a)

However, with the quantifier 'more' he did use the pluralizer, perhaps as an inseparable constituent of the quantifier:

Bazólán máz rē guiaj,... 'I threw more stones, ...' (Lesson 8, no. 6)

Zapoteco de Sto Domingo Albarradas, Lesson 21

Part 2: Notes on Grammar, contin.

Another language helper used the pluralizer with the word 'stone' occurring in a locative phrase (the pluralizer preceding the noun) — Lesson 25:9.

shie' naág yu'ú ôr lën ré guiaj 'how gold occurs in stones'

In Lesson 11-13 there are several subject noun phrases following the predicate, where the pluralizer precedes the noun. Lesson 11, no. 7a:

¿ Nízh najá ré yu yu'ú ré ní yá? 'Are the houses pretty the Lesson 12:

5. Gudojsh ré bē'cw guin. 'The dogs barked.'

7. Ladzél ruguiāan ridojsh ré bē'cw guin 'Then I heard (lit. see saw) the dogs bark.'

Lesson 13, no. 22:

dín gúguiaá ré zhíndoo laab lu guiedz' in order that the boys in the village may see him (i. e. the tigrillo)

In Lessons 10 and 13 there is one example each of an object noun phrase with the pluralizer occurring phrase-finally:

Lesson 10, 4 a ii. ¿

¿ ind ridzebil camiô ré yá? 'do/did you not fear the buses?'

Lesson 13, no. 17:

Ladzél balágdzan bē'cw guin ré. 'Then I chased the dogs away.'

Zapoteco de Sto Domingo Albarradas Lesson 21
 Part 2: Notes on Grammar, contin.

B. Descriptive expressions:

1. Expressions containing a verb consisting of a prefix and an adjective root:

naróob 'to be big' (Less. 20:4, 6, 12,
 Less. 11: 8)

nagyüüch 'to be soft' (Less. 21: 15)

nayaag 'to be cold' (Less. 8:2)

cuyóol 'to be long' (Less. 20:8;
 " 21: 15, 24)

2. Expressions containing najá 'to be' (person markers are ignored)

nǐzh najá(h) 'to be pretty' (Less. 11: 7a & b, 11a)

tëcsi {fuîn / juîn} naján 'to be extremely magnificent'
 (Less. 11: 11b)

najá nidoběz 'to be short' (Less. 20: 6, 11;
 21: 18, 26, 2)

najá ni brěg; najatěén ni brěgdoo 'to be curled, to be also
 curled' (Less. 21: 24, 26)

In the last two expressions, referring to body parts (obligatorily possessed items), najá 'to be' precedes the quality word. In the first two expressions, referring to items that are not body parts and are not possessed, najá 'to be' follows the quality word.

Zapoteco de Sto. Domingo Albarradas, Lesson 21

Part 3: Drills

I. Integration Drill

Prompter

Learner

A. Positive

1. máx Gu'mán rumêd, máx bayajc mán.
'and' 'He/she (resp) took medicine and got well.'
2. chi - nadxél Chi gú'mán rumêd, nadxél bayajc mán.
'when - then' 'When he/she took medicine, (then) he/she got well.'
3. z(e)él Gu' mán rumêd, z(e)él bayajc mán.
'therefore' 'He/she took medicine, therefore he/she got well.'

B. Adversative

per ád
'but...not'

- (i) Gu'mán rumêd, per ád bayajct mán.
'He/she took medicine but did not get well.'
- (ii) Dâd / Huéndâd huejmán loj ^{doctor} ~~rumêd~~, per ád bayajct mán.
'He/she went to the doctor a lot but did not get well.'

C. Negative

ád - z(e)él ád Ád gu't mán rumêd, z(e)él ád bayajct mán.
'not - therefore...not' 'He/she did not take medicine, therefore he/she did not get well.'

D. Unreal

bál Bál niájc mán rumêd, nayájc mán / zayájc mán.
'if' ('If he/she had undergone medical treatment, he/she would have got well.')

*Bál nié'mán rumêd, nayájc mán.
'If he had taken medicine, he would have got well.'*

Zapoteco de Sto. Domingo Albarradas, Lesson 21
Part 3: Drills

II. Phonological Drill Contrasting /e/ and /ɛ/ <ë>

/e/

/ɛ/ <ë>

- | | | | | | |
|---------------|-------------------------|---------------------|-----------|---------------------|-------------------|
| 1. ze' | /zè'/ [zɛ̃ʔɛ] | 'wall' | zë' | /zɛ̃'/ [zæʔɛ] | 'corn cub' |
| 2. ni rëén | /ni rëén/ [ni rɛ̃:ɛ̃] | 'something else' | rëén | /rɛ̃n/ [rɛ̃:ɛ̃] | 'I said' |
| 3. yaguiéen | /yagyéén/ [yag'ɛ̃:ɛ̃] | 'we (dual) will do' | guiëén | /gyɛ̃n/ [g'ɛ̃:ɛ̃] | 'I will say' |
| 4. (gúleéenan | /gúlèénàn/ [gūlɛ̃:ɛ̃nā] | 'I lifted' | igulëén! | /gùlɛ̃n [gūlɛ̃:ɛ̃] | 'take it out!' |
| 5. ridxebim | /riɟèbim/ [riɟɛ̃:bim] | 'she fears' | rëbim | /rɛ̃bim/ [rɛ̃:bim] | 'she said' |
| 6. igurejdx! | /gùrèhɟ/ [gūrɛ̃:hɟ] | 'call!' | igulëjdx! | /gùlɛ̃hɟ/ | 'pick!' |
| 7. gabêen | /gàbèén/ [gābɛ̃:ɛ̃] | 'I will sit down' | gabëén | /gàbɛ̃n/ [gābɛ̃:ɛ̃] | 'I will take out' |
| 8. bejd | /bèhd/ [bɛ̃hɛ̃:ɛ̃] | 'turkey' | bëjɟ | /bɛ̃hɟ/ [bɛ̃hɛ̃:ɛ̃] | 'fish' |
| 9. (bêx | /bêz/ [bɛ̃:ɛ̃] | 'one peso' (peso)' | yêx | /yɛ̃x/ [yɛ̃:ɛ̃] | 'garlic' |
| 10. ruéd | /rwéd/ [rɛ̃vɛ̃:ɛ̃] | 'wheel' | Bêd | /bɛ̃d/ [bɛ̃:ɛ̃] | 'Pedro' |
| 11. rumêd | /rùméd/ [rūmɛ̃:ɛ̃] | 'medicine' | madxêd | /màɟɛ̃d/ [māɟɛ̃:ɛ̃] | 'machete' |

Zapoteco de Sto Domingo Albarradas Lesson 22

Situational Reinforcement: Little Book

1 a) María to Lupe: *Badëë(á) líbrdoo zii loj Bêd.* Give the booklet to Pedro

b) Lupe: *Cua'á. líbrdoo guie.* Take this book!

c) María to Lupe: *¿Xhiě béenl?* What did you do?

d) Lupe to María: *Má, badëëdanán.
Badëëdan líbrdo-guin cua'á Bêd.* I gave it to him already

2 a) María to Pedro: *Bêd, baneé líbrdoo zii guie.* Pedro, give me the book.

b) Ilse: *¿Xhiě béen Bêd loán?* What did Pedro do with it?

c) María to Ilse: *Baneémín loón.* He gave it to me.

i.e. *¿Xhiě guie líbr-guie?
Achêé, ca' dxëzán.* (women's talk)

3 a) María to Pedro: *Gushälán* Open it!

b) Pedro: *¿Xhiě bënëán?* What did I do?

c) María: *Gushälil lojón.* You opened it.

4 a) María: *Bata'cuán.* Close it!

b) Ilse: *{ ¿Xhiě béenl lojón?
¿Xhiě béenl? }* What did you do with it (with its face?)

c) Pedro: *{ Bata'cuán lojón.
Bata'cuánán. }* I closed it. (it's face)

Manufactured Drinks.

My language helper (influenced by the national culture) used to make drinks of lemon juice, sugar and water. Sugar is available in local stores, lemons grow in the village.

Sodapop is very popular, even though expensive. It is mostly drunk lukewarm, and nobody seems to mind. (The only refrigerator in the village broke down while we were there).

Drinks by infusion: Coffee is very popular. It grows locally and people might have their own trees or buy it in small amounts in the local stores. It is drunk black, with sugar.

Chocolate is also very popular (at least our language helper family liked it very much).

It is mixed with cornmeal; but at this point, the preparation procedures and sources of the chocolate powder/blocks are unknown to me.

Zapoteco de Sto Domingo Albarradas, Lesson 22

Part 2: Notes on Grammar

The indirect object:

An indirect object that is a person is a possessed noun phrase with *loj* ∞ *lojó* ∞ *lôo* 'face' as head (the possessed item) of the phrase. As with other body parts, there is no possessive marker (cf. Lesson 14, Part 2). The possessor can be manifested by a noun or name, or by a bound pronoun:

Lesson 22: 1a) *Badëe líbrdoo zii loj Béd* 'Give the booklet to Pedro!'

2c) *Banëémín lôn* 'She (in women's talk: she or he) gave it to me'

In the following utterance (part of this lesson) the free pronoun *laán* 'third person inanimate' may also be an indirect object:

2b) *¿Shiě béen Béd laán?* 'What did Pedro do with it?'

In a similar question the word {*loj*} 'face' is used, with an inanimate item. In this case the reason may not be the occurrence of the item in the indirect object slot but rather the context, where {*loj*} 'face' is used in a similar manner as {*ro'*} 'mouth' in Lesson 18 (no. 2: *Nadzél gushǎlil ro'ór* 'Then you opened it.'). The question in context:

3c & 4a) *Gushǎlil lojón. Bata'cuán* 'You opened it. Close it!'

4b) *¿Shiě béen lojón?* 'What did you do with it?'

c) *Batǎcuán lojón.* 'I closed it.'

Zapoteco de Sto Domingo Albarradas, Lesson 22

Part 2: Notes on Grammar, contin.

Demonstratives

guie (very close)

guin (further away, in narratives used as definite article)

nî (far away, but may still be visible in the distance, i.e. a mountain)

zíi

Examples

Less. 6A Gulěsan cerí guie 'I picked these matches up'

" 6B Gulěsil cerí guin... 'You (sg) picked those matches up.'

Less. 12:5 ... dojsh ré bē'cw guin. 'The dogs barked.'

Less. 10:5b Ridzebcán nî, 'I definitely was afraid there.'

Less. 22:1a Badëë líbrdoo zíi loj Bē'd. 'Give the booklet to Pedro.'

Zapoteco de Sto. Domingo Albarradas, Lesson 22

Part 3: Drills

Question & Answer Drill Using The Three Categories of the 1st Person Non-Singular

Inclusive Dual

Inclusive Plural

Exclusive (aff.answer:imperat.pl.; neg.answer

ind.fut

- | | | |
|---|--|---|
| <p>1. {yaxhāl} ¿Zaxhāl cáj-guin yá?
'Shall we open the box?'
Ǻn', yaxhālán.
'Yes, we will open it.'
A'án, ád zaxháltán.
'No, we won't open it.'</p> | <p>¿Zaxhálreé cáj-guin yá?
'Shall we open the box?'
Ǻn', yaxhálreén.
'Yes, we will open it.'
A'án, ád zaxháltreén.
'No, we won't open it.'</p> | <p>¿Zaxhálán cáj-guin yá?
'Shall we open the box?'
^{gól-guxhálán}
Ǻn', (guixhiál dán).
'Yes, open (pl) it!'
A'án, ád zaxhált dán.
'No, don't(pl) open it (lit.: you(pl) won't open it).'</p> |
| <p>2. ¿Zatá'cw cáj-guin yá?
'Shall we close the box?'
Ǻn', yatá'cuán.
'Yes.'
A'án, ád zatá'cwtán.
'No.'</p> | <p>¿Zatá'cwreé cáj-guin yá?
Ǻn', yatá'cwreén.
A'án, ád zatá'cwtreén.</p> | <p>¿Zatá'cuán cáj-guin yá?
^{gól-bata'cuán}
Ǻn', (utá'cw dán)
A'án, ád zuta'cwt dán.</p> |
| <p>3a) ¿Zazíi cáj-guin yá?
'Shall we buy the box?'
Ǻn', yazíín.
'Yes.'
A'án, ád zazíítán.
'No.'</p> | <p>¿Zazíireé cáj-guin yá?
Ǻn', yazíireén.
A'án, ád zazíitreén.</p> | <p>¿Zazíín cáj-guin yá?
^{gól-guzíín}
Ǻn', (síídán).
A'án, ád zazíit dán.</p> |
| <p>b) ¿Zusíi cáj-guin yá?
'Shall we go to buy the box?'
Ǻn', yusíín.
'Yes.'
A'án, ád zusíítán.
'No.'</p> | <p>¿Zusíireé cáj-guin yá?
Ǻn', yusíireén.
A'án, ád zusíitreén.</p> | <p>¿Zusíín cáj-guin yá?
^{(gól-bisíín)/gól-chisíín.}
Ǻn', (chísíídán).
A'án, ád zísíít dán.</p> |
| <p>4a) ¿Zató' cáj-guin yá?
'Shall we sell the box?'
Ǻn', yató'ón.
'Yes.'
A'án, ád zató'tán.
'No.'</p> | <p>¿Zató'reé cáj-guin yá?
Ǻn', yató'reén.
A'án, ád zató'treén.</p> | <p>¿Zató'ón cáj-guin yá?
^{gól-bato'ón}
Ǻn', (guto't dán).
A'án, ád zuto't dán.</p> |
-
- | | | |
|--|---|--|
| <p>¿Zugtó' cáj-guin yá?
Ǻn', yúgtó'ón.</p> | <p>¿Zugtó'reé cáj-guin yá?
Ǻn', yúgtó'reén.</p> | <p>¿Zugtó'ón cáj-guin yá?
Ǻn', chígtó'dán.</p> |
|--|---|--|

/cont.

Zapoteco de Sto. Domingo Albarradas, Lesson 22
Part 3: Drills, cont.

1st incl.dual

1st incl.pl.

1st excl. - imperat.pl. - 2nd pl.

4b) ¿Zúgtó' cáj-guin yá?
'Shall we go to sell the box?'

Ǻn', yúgtó'ón.
'Yes.'

A'án, ád zúgtó'tán.
'No.'

¿Zúgtó'reé cáj-guin yá?

Ǻn', yúgtó'reén.

A'án, ád zúgtó'treén.

¿Zúgtó'ón cáj-guin yá?

Ǻn', ^{gól-bigtó'ón/gól-chigtó'ón.}
(chigtó'dár).

A'án, ád zigtó'tídán.

5a) ¿Záca'á cáj-guin yá?
'Shall we take the box?'

Ǻn', yáca'án.
'Yes.'

A'án, ád záca'átán.
'No.'

¿Záca'aréé cáj-guin yá?

Ǻn', yáca'aréén.

A'án, ád záca'átreén.

¿Záca'án cáj-guin yá?

Ǻn', ^{gól-cua'án.}
(quia'ádán).

A'án, ád zaca'át dán.

b) ¿Zúca'á cáj-guin yá?
'Shall we go to get the box?'

Ǻn', yúca'án.

A'án, ád zúca'átán.

¿Zúca'aréé cáj-guin yá?

Ǻn', yúca'aréén.

A'án, ád zúca'átreén.

¿Zúca'án cáj-guin yá?

Ǻn', ^{gól-bica'án/gól-chica'án.}
(chica'ádán).

A'án, ád zica'át dán.

6a) ¿Zadééd^{*)} cáj-guin yá?
'Shall we give the box (to s. one)?'

Ǻn', yadéédán.

A'án, ád zadééd tán.

¿Zadéédreé cáj-guin yá?

Ǻn', yadéédreén.

A'án, ád zadéédtreén.

¿Zadéédán cáj-guin yá?

Ǻn', ^{gól-bgdéédán.}
(gdééédár).

A'án, ád zudééd t d á n .

b) ¿Zúgdééd cáj-guin yá?
'Shall we go (to s. one) to give (him/her) the box?'

Ǻn', yúgdéédán.

A'án, ád zúgdééd tán.

¿Zúgdéédreé cáj-guin yá?

Ǻn', yúgdéédreén.

A'án, ád zúgdééd treén.

¿Zúgdéédán cáj-guin yá?

Ǻn', ^{gól-bigdéédán/gól-chígdéédán.}
(chígdééedidán).

A'án, ád zigdééd t d á n .

*) This is a request for permission from the owner to give the box to some other party.

Zapoteco de Sto Domingo Albarradas , Lesson No 10

Part 5: Cultural Observations

Material Culture : Stimulants and Drinks

1.) Alcohol

Alcohol is produced locally. We know of two alcohol 'factories'. From time to time trucks bring in the 'raw material', stumps of maguey plants. The maguey cactus is planted locally, mostly on fields not suitable for irrigation.

As far as we know, these stumps are boiled and cut apart. The juice is then extracted in a mill, driven by a horse.

This juice is then processed into alcohol, or mezcal.

In earlier days, many people must have made their own alcohol. In many yards one can still see the stone ovens made for this purpose.

Too much consumption of alcohol is a real problem.

Families are impoverished and sometimes separated.

Alcohol is consumed at fiestas, at marriages and funerals and in connection with communal work, but also on a daily basis, especially by men. Some men are seldom sober.

Beer is also very popular and sold in cans.

2.) Drinks.

a) Water and other natural drinks.

Water is richly available - several (at least 2) springs are known to us. It is channeled to many water faucets all over the village - several households might make use of one faucet, which is located outside. Water is commonly drunk, unboiled. Since it is from the spring and channeled properly, it hardly causes disease.

Zapoteco de Sto Domingo Albarradas, Lesson 23

Daily Routine Expressions

- 1.) ¿Zió' yá yúgsiid? Shall we go to study? (dual)
- 2.) Gulëjzsi stib rájt Wait a little longer.
- 3.) La't lözh gáwón guiajt I will finish eating first.
- 4.) ¿Zió' lën tiánt*) yá? Are we going to the store? (dual)
- 5.) ¿Zunee'sii zhi gui'dhil gácà'án yá? Would you lend me your paper?
- 6.) { ¿Ziudáaw guiajt yá? / ¿Yudáaw guiajt yá? }
 { ¿Zió' yá yudáaw guiajt? }
 { ¿Zió' ziudáaw guiajt yá? } Shall we go to eat? (dual)
- 7.) ¿Zió' yá yutí'ib lajd? Shall we go to wash clothes? (dual)
- 8.) ¿Xhië guial raw ya guiéen yan? What are we going to cook today (dual)
- 9.) yaguiéen sójp We will make a soup. (dual)
- yaguiéen pastél pájp We will make potato pancakes (dual)
- yaguiéen arrójs con bëél We will make rice with meat (dual)
- 10.) La't gutügan lechüg I am going to cut the lettuce

*) Some say tiánt, others (according to information from an older speaker the younger generation) say tiänd.

Zapoteco de Sto Domingo Albarradas, Lesson 23

Part 2: Notes on Grammar

Ways of Expressing a Request

1. Second person imperative, using the completive aspect marker (without subject person marker):

Badëë(d)líbrdoo zīi loj Bêd 'Give the booklet to Pedro!
(Lesson 22:1a)

Gulëjsíi stíb rájt 'Wait a little longer.'
(Lesson 23:2)

Gól-guxhálán 'Open (pl.) it!'

2. Question in the second person, indefinite future or potential (with subject person marker):

Indef. fut.: ¿zuneesíi zhi guichil gācà'án yá? 'Would you lend me your paper?'
(Lesson 23:5)

Pot.: ¿índ rajpíl guib-yag con madxêd guneesíil gācà'án yá? 'Would you have an axe and a machete to lend me? (like you lend I take.)'

3. Question in the first person inclusive (dual or plural), indefinite future (with subject person marker):

¿zió' yá yúgsíid? 'Shall we (dual) go to study?'
(Lesson 23:1; similar questions in 23: 6,7)

¿Zaxhálreé cáj-quin yá? 'Shall we (pl.) open the box?'

4. First person inclusive imperative (with subject person marker):

¿yo'ó yan! / ¿yo'óreé yan! 'Let's go now! (dual/plural)

(In the potential, the tones would be:

yo' / yo'reé 'we (dual/pl.) will go / are going')

5. Second person potential (with subject marker):

Gugajpdiôzsiil bén Sant Dumíngwreé. Guiëbíl: ...
'Greet the people of Sto. Domingo. Say, "..."'

Zapoteco de Sto. Domingo Albarradas, Lesson ²³ X, Part 3: I.

Habitual Aspect

a) i. ¿Xhiě riziil?	Riziin dxijt.
'What do you (sg) buy?'	'I buy eggs.'
ii. ¿Xhiě riziidí?	Raziin dxijt.
'What do you (pl) buy?'	'We (excl) buy eggs.'
b ⁺) i. ¿Xhiě rizii xíndoo guin?	Riziix dxijt.
'What does the boy buy?'	'He buys eggs.'
ii. ¿Xhiě rizii reé xíndoo guin?	Riziireéx dxijt.
'What do the boys buy?'	'They (masc) buy eggs.'
c) i. ¿Xhiě rizii biñndoo guin?	Riziim dxijt.
'What does the girl ⁺) / child ⁺⁺) buy?'	'She ⁺) / she-he ⁺⁺) buys eggs.'
ii. ¿Xhiě rizii reé biñndoo guin?	Riziireém dxijt.
'What do the girls ⁺) / children ⁺⁺) buy?'	'They (fem ⁺ /fam ⁺⁺) buy eggs.'
d) i. ¿Xhiě rizii bén gunáa guin?	Riziimán dxijt.
'What does the lady buy?'	'She (resp) buys eggs.'
ii. ¿Xhiě rizii reé bén gunáa guin?	Riziireémán dxijt.
'What do the ladies buy?'	'They (resp) buy eggs.'

⁺) men's talk

⁺⁺) women's talk

Zapoteco de Sto. Domingo Albarradas, Lesson 8, Part 3: II.

Habitual Aspect, *Motion away*

a) i. ¿Bǎn risiíł?	Risiín La'ch.
'Where do you (sg) go shopping?'	'I go shopping in the Valley.'
ii. ¿Bǎn risiídí?	Rusiín La'ch.
'Where do you (pl) go shopping?'	'We (excl) go shopping in the Valley.'
b ⁺) i. ¿Bǎn risií xíndoo guin?	Risiíx La'ch.
'Where does the boy go shopping?'	'He goes shopping in the Valley.'
ii. ¿Bǎn risií reé xíndoo guin?	Risiíreéx La'ch.
'Where do the boys go shopping?'	'They (masc) go shopping in the Valley.'
c) i. ¿Bǎn risií biíndoo guin?	Risiím La'ch.
'Where does the girl ⁺) / child ⁺⁺) go shopping?'	'She ⁺) / she-he ⁺⁺) goes shopping in the Valley.'
ii. ¿Bǎn risií reé biíndoo guin?	Risiíreém La'ch.
'Where do the girls ⁺) / children ⁺⁺) go shopping?'	'They(fem ⁺ /fam ⁺⁺) go shopping in the Valley.'
d) i. ¿Bǎn risií bén gu _u áa guin?	Risiímán La'ch.
'Where does the lady go shopping?'	'She (resp) goes shopping in the Valley.'
ii. ¿Bǎn risií reé bén gu _u áa guin?	Risiíreémán La'ch.
'Where do the ladies go shopping?'	'They go shopping in the Valley.'

⁺) men's talk

⁺⁺) women's talk

Zapoteco de Sto Domingo Albarradas, Lesson No. 23

Part 5: Cultural Observations

Social Anthropology: Knowledge and Tradition
Medicine

People still use "home-remedies" for their sicknesses. Herbs and teas are used for an upset stomach. Coffee grounds and leaves are put on open wounds, with little effect. Certain women help in childbirth. Death is connected with mystical believes. One young woman died after childbirth. Another woman told me that two bad women had caused this death by putting a spell on the mother.

Modern medicine is not unknown. A doctor comes to the village from time to time. In wintertime, almost all the children have colds and cough. They will be treated with antibiotics. Immunizations are given to little children. One man in the village knows how to give injections, but mostly lacks the means of buying the medicine. There is also a nurse in the community, but she is not much trusted and cares little for this work.

A clinic is available in the next bigger town - 4 hours hike and one hour's drive away. People are well treated there and supplied with medicines.

Zapoteco de Sto Domingo Albarradas, Lesson 24

Item Activity

1) Item: Book

a) i. ¿Xhiě raguiéenré con líbr?

What do we do with a book?

ii. Ráguiaáré lojón

We look at it (at its face)

b) i. ¿Xhiě raguiéenré con líbr guie?

What do we do with this book?

ii. Rashálré líbr guie,

We open this book,

nadzél radóolré lojón.

then we read it (lit: its face)

2) Item: Door

i. ¿Xhiě raguiéenré con pört?

What do we do with a door?

ii. Yu'ú chi ratá'cwren,

Sometimes we close it,

yu'ú chi razóbiálrén.

Sometimes we open it.

razób-yálrén

3.) Item: Pen.

i. ¿Xhiě por plúm guie?

What is this pen used for?

{ ¿Xhiě sirv rijn plúm-guie? }

ii. { Rucaně bején la an. }

That people can write with it.

{ Rucanë'éémán laán. }

They write with it.

Zapoteco de Sto Domingo Albarradas, Lesson 24

Item Activity, contin.

4. Item: Fire

a) i. { Xhiě par guij? } What is a fire for?
 { Xhiě sirv rijn guij? }

ii. { Rijnán sirv par gugüyán shiereénin } To cook something.
 { Ruguttyán ni radáawré. } It cooks what we eat

b) i. { Rijnán sirv par gyüünán nayaag lēnü yá? } Is it to cool the house?

ii. A'án rijnán sirv par guchdán lēnü. No, it is to heat the house.

Zapoteco de Sto Domingo Albarrados, Lesson 24

Part 2: Notes on Grammar

The Instrument

The verb is suffixed with the verb root {nĕ} 'take, carry'.
See Item no. 3 in this lesson: Pen (answer)

Lesson 24: 3.ii. Ru-caa-nĕ bejĕn loán. 'People write with it'

HAB- write-take person 3rd-person-inanimate

2. Completive Aspect

- | | |
|---|--|
| a) i. ¿Xhiě guziil? | Guziin dxijť. |
| 'What did you (sg) buy?' | 'I bought eggs.' |
| ii. ¿Xhiě guziidi? | Baziin dxijť. |
| 'What did you (pl) buy?' | 'We (excl) bought eggs.' |
| b ⁺) i. ¿Xhiě guzii xindoo guin? | Guziix dxijť. |
| 'What did the boy buy?' | 'He bought eggs.' |
| ii. ¿Xhiě guzii reé xindoo guin? | Guziireéx dxijť. |
| 'What did the boys buy?' | 'They (masc) bought eggs.' |
| c) i. ¿Xhiě guzii biindoo guin? | Guziim dxijť. |
| 'What did the girl ⁺) / child ⁺⁺) buy?' | 'She ⁺) / she-he ⁺⁺) bought eggs.' |
| ii. ¿Xhiě guzii reé biindoo guin? | Guziireém dxijť. |
| 'What did the girls ⁺) / children ⁺⁺) buy?' | 'They (fem ⁺ /fam ⁺⁺) bought eggs.' |
| d) i. ¿Xhiě guzii bén gunáa guin? | Guziimán dxijť. |
| 'What did the lady buy?' | 'She (resp) bought eggs.' |
| ii. ¿Xhiě guzii reé bén gunáa guin? | Guziireémán dxijť. |
| 'What did the ladies buy?' | 'They (resp) bought eggs.' |

⁺) men's talk

⁺⁺) women's talk

Zapoteco de Sto. Domingo Albarradas, Lesson ²⁴ 1, part 3: ~~III. B.~~ continued

2. Completive Aspect, *Motion away*

- | | |
|--|---|
| a) i. ¿Bǎn b́isiíl? | Bisiín La'ch. |
| 'Where did you (sg) go shopping?' | 'I went shopping in the Valley.' |
| ii. ¿Bǎn b́isiídí? | Busiín La'ch. |
| 'Where did you (pl) go shopping?' | 'We (excl) went shopping in the Valley.' |
| b ⁺) i. ¿Bǎn b́isií x́indoo guín? | Bisiíx La'ch. |
| 'Where did the boy go shopping?' | 'He went shopping in the Valley.' |
| ii. ¿Bǎn b́isií reé x́indoo guín? | Bisiíreéx La'ch. |
| 'Where did the boys go shopping?' | 'They (masc) went shopping in the Valley.' |
| c) i. ¿Bǎn b́isií biíndoo guín? | Bisiím La'ch. |
| 'Where did the girl ⁺) / child ⁺⁺) go shopping?' | 'She ⁺) / she-he ⁺⁺) went shopping in the Valley' |
| ii. ¿Bǎn b́isií reé biíndoo guín? | Bisiíreém La'ch. |
| 'Where did the girls ⁺) / children ⁺⁺) go shopping?' | 'They(fem ⁺ /fam ⁺⁺) went shopping in the Valley.' |
| d) i. ¿Bǎn b́isií b́én gunáa guín? | Bisiímán La'ch. |
| 'Where did the lady go shopping?' | 'She (resp) went shopping in the Valley.' |
| ii. ¿Bǎn b́isií reé b́én gunáa guín? | Bisiíreémán La'ch. |
| 'Where did the ladies go shopping?' | 'They (resp) went shopping in the Valley.' |

⁺) men's talk

⁺⁺) women's talk

Zapoteco de Sto Domingo Albarradas, Lesson 7

Part 5: Cultural Observations.

Material Culture:

Making rope.

Many men in the village know the art of making rope. There are two different kinds of maguey plants growing in the area. One is used to make alcohol, the other delivers raw material for rope.

We never had the opportunity to observe the whole process. We heard from Dr. Cook that the maguey leaves are processed in the river. We saw the raw material hanging from the roots in bushels, drying in the sun. The men bind it then around their waists and use their hands as well as simple devices to make the rope. One device is a kind of wheel which is turned by a child.

Zapoteco de Sto Domingo Albarradas Lesson 25

Monolog: Christy and the Baby

- | | |
|---|--|
| <p>1. Cáyóon Sabêl tijb huadxé.
 2. Z(e)él huej reé Lújp con Cristîn
 lôd nágaayéjsim.
 3. Ziǎnz(i) bayajc dxéé
 ád roontrí bindobéz-guin.
 4. Z(e)él { huǎn
 huej Líd } lád yá guin.
 5. Láareém má zídganě laam.
 6. Má guiǎtněreém laam loj scliár-guin.
 7. Quiídx/Quiídxí Cristîn laam,
 8. par sí nǎl Lújp laam.
 9. Z(e)él { rě(ě)n
 rěb Líd } lojm:
 10. --iXhiě n(a)ág gulěéd(i) bindobéz-guin
 dín loj x-cúndoom nága'am?
 11. Z(e)él { na
 rěb } Lújp:
 12. --Cristîn guyũ lèn cún-guin
 gulěém laam.
 13. Guiáád naj za'án xijch cún-guin.
 14. Par sí cua'án Sabêl baneé Cristîn laam.
 15. Ladxél bariitim lèn cún-guin,
 16. par sí baca'am laam.
 17. Guiáád naj (huén)dâd bidxeban
 Guiáád Líd (huén)dâd bidxebim},
 18. guial ca'áreém bindobéz-guin.
 19. Z(e)él { rě(ě)n
 rěbim } lojreém:
 20. --Ád bál guáínd/guáíndí zian zatíjb,
 21. ád <u>niád(i)</u> guréyujúd/guréyujdí laam.
 niád</p> | <p>One afternoon Isabela was crying.
 So Lupe and Christina went
 where she was sleeping.
 Then (she) calmed down,
 the baby stopped crying.
 So { Margarita (=Ilse) } went upstairs
 They were already bringing her.
 Already they were coming down-
 stairs with her.
 Christina had her in her arms,
 and Lupe followed her.
 Then { Margarita } said to her,
 "How did you (pl) take the baby
 out, since she was lying in her
 crib?"
 Then Lupe told me,
 "Christina went into the crib
 (and) took her out.
 And I was standing behind the cri
 Then I took Isabela from Christin
 (lit.: I took Isabela Christina gave
 her).
 Then she finally came back out of
 the crib and took her again."
 And { Margarita } got very fright-
 ened,
 because they were holding the
 baby.
 So { Margarita } said to them,
 "Don't do this again,
 so that you (pl) won't drop her</p> |
|---|--|

Zapoteco de Sto Domingo Albarradas, Lesson 25

Dialog: Going to borrow something

1. A: Xchǎán, ¿zobjíl yá? Greetings. Are you there?

B: Ān', guyu. Yes, come in, please.

2. A: i. Lūj(zí) zídganǎan. You are the one I am coming to see

ii. ^{índ}Íd}rajpíl guib-yag con Won't you have an axe and a

madxêd gúneesíil gáca'án yá? machete to lend me?
(lit.: ... you lend I take?)
(potential) (potential)

iii. Gandóo guídganě'énán. I will return them in a while.

B: Bině'sii guib-yag guie ; Take this axe - because I

Lin guie Lin
ii. dín {chíně' gǎjquí} da madxêdan. myself am going to take my
{chíně' gǎj} machete along.

3. A: i. Chíně'sí zán zhi guib-yaguil; I take your axe then;

ii. la't yayá'n I am going now.

B: Aán. Alright

Zapoteco de Sto Domingo Albarradas , Lesson 25

Part 2: Notes on Grammar

Object Fronting and Restrictor/Emphasizer:

Lesson 25: 1.A

Lüjzĩ zĩdganãan. 'You are the one I am coming to see'

The object is put at the beginning of the clause and suffixed by -zĩ to express emphasis or restriction.

The emphasizer gajquĩ:

ii dĩn chĩnẽ' gajquĩ damadzẽdan 'because I myself am going to take my machete along'

The language helper translated gajquĩ alternatively with the Spanish words mismo 'same, self' or pronto 'soon, immediately.'

Clauses with dĩn 'so that, because':

2.B.ii dĩn chĩnẽ' gajquĩ da madzẽdan 'because I myself am going to take my machete along'

This is a causal clause, introduced by dĩn.

The same word introduces purpose clauses in Lesson 13: 21 & 22

Baca'áb dĩn chũ' bi shiĩd lãnt, 'Pick him (i.e. the tigrillo) up, so that straw may enter into him,

dĩn guguiáá ré zhĩndoo laab lu guiedz. so that the boys in the village may see him.'

Zapoteco de Sto. Domingo Albarradas , Lesson 25

Part 3: Drills

Integration Drills (Forming A Sentence from Two Clauses)

I. Two Actors

Clauses to be connected:

Baca'á Pâb guib-yag. Baca'á Alfrêd madxêd.
'Pablo took the axe.' 'Alfredo took the machete.'

PROMPTER

LEARNER

- A. guiáád Baca'á Pâb guib-yag , guiáád Alfrêd baca'áx madxêd.
'and' 'Pablo took the axe and Alfredo took the machete.'
- B. la'tgaj - guiáád La'tgaj Pâb cáica'áx guib-yag, guiáád Alfrêd cáica'áx madxêd.
'while (-and)' 'While Pablo was/is taking the axe, Alfredo was/is taking the machete.'
- C. 1. guial - zél Guial báca'á Pâb guib-yag , zél baca'á Alfrêd madxêd.
'because - therefore' 'Because Pablo took the axe, therefore Alfredo took the machete.'
2. (clauses exchanged)
guial Baca'á Alfrêd madxêd guial báca'á lâb guib-yag.
'because' 'Alfredo took the machete, because Pablo had taken the axe.'
- D. dín Baca'á Pâb guib-yag , dín yáca'á Alfrêd madxêd.
'so that' 'Pablo took the axe , so that Alfredo would take the machete.'
- E. gulox - ladxél Gulox baca'á Pâb guib-yag , ladxél baca'á Alfrêd madxêd.
'after (- then)' 'After Pablo had taken the axe, (then) Alfredo took the machete.'
- F. 1. (factual)
chi - ladxél Chi báca'á Pâb guib-yag , ladxél baca'á Alfrêd madxêd.
'when (- then)' 'When Pablo took the axe, (then) Alfredo took the machete.'
2. (contrary to fact)
chi - ladxél Chi náca'á Pâb guib-yag, ladxél náca'gájquí Alfrêd madxêd.
'if (- then)' 'If Pablo had taken the axe, (then) Alfredo would also have taken the machete.'
- G. per ád Baca'á Pâb guib-yag, per ád baca'át Alfrêd madxêd.
'but...not' 'Pablo took the axe , but Alfredo did not take the machete.'

Zapoteco de Sto. Domingo Albarradas, Lesson 25

Part 3: Drills

Integration Drills (Forming A Sentence from Two Clauses)

II. One Actor

Clauses to Be Connected:

Baca'ámán madxêd. Huejmán daján.
'He (resp) took the machete.' 'He (resp) went to the field.'

PROMPTER

LEARNER

- A. gulox - ladxél Gulox baca'ámán madxêd, ladxél huejmán daján.
'after (- then)' 'After he had taken the machete, (then) he went to the field.'
- B. chi - ladxél Chi báca'ámán madxêd, ladxél huejmán daján.
'when (- then)' 'When he had taken the machete, (then) he went to the field.'
- C. 1. (compl - compl)
a) guial Baca'ámán madxêd guial huêmán daján.
'because' 'He took the machete because he went to the field (and returned).'
- b) guial-zél (cls.exch.) Guial huêmán/huejmán daján, zél baca'ámán madxêd.
'because(-therefore)' 'Because he went to the field (and returned), (therefore) he took the machete.'
2.
a) guial (compl - on the way) Baca'ámán madxêd guial zêmán daján.
'because' 'He took the machete, because he left for the field (and has not yet returned).'
- b) guial - zél Guial zêmán daján, zél baca'ámán madxêd.
'because(-therefore)' (cls.exch:) 'Because he left for the field (and has not yet returned), the took the machete.'
on the way - compl)
- 3a) guial (compl - pot) Baca'ámán madxêd guial chêmán daján.
'because' 'He took the machete because he is going to the field.'
- b) guial-zél (cls.exch.) Guial chêmán daján, zél baca'ámán madxêd.
because(-therefore)' () 'Because he is going to the field, he took the machete.'
- D. dín Baca'ámán madxêd, dín chêmán daján.
'so that, in order to' 'He took the machete in order to go to the field.'
- E. 1. per ád Baca'ámán madxêd, per ád huejtmán daján.
'but...not' 'He took the machete but did not go to the field.'
2. ád - per Ád baca'átmán madxêd, per {huejtuimán} daján.
'not - but' 'He did not take the machete, but he did go to the field.'

Zapoteco de Sto Domingo Albarradas Lesson 6

-p9

Part 5 Cultural Observations

Material Culture:

Arts and Crafts.

Almost all the women in Sto Domingo Albarradas are involved in making petates (palm mats).

The raw material, palm, comes from San Lorenzo, another village where the palm grows better. Palm is transported by truck. The raw material is relatively expensive. One woman sold us a turkey in order to buy palm. A bundle of palm for 100 pesos is sufficient to make ca. 4 petates. One petate sells for 30 pesos, if not less. So petate making is not very profitable.

Two women are always working together. They may be from the same household or not. A simple tool of bone is used to finish the petate.

The few women who do not need to make petates seem to be proud of it. One woman makes an extra income by buying pottery in market towns and selling it in the village.

Petates are sold in other villages or market towns; some times to people who come into the village from other areas or surrounding farms.

One young woman was observed going on a 3-day's selling trip with another girl and mules.

Part 5 Cultural Observations

1) The greeting 'štsã.....' is not used among people who know each other. It is only appropriate for outsiders who come to the village. People in Sto. Domingo greet themselves with a question:

pa-ntse.ɬ 'where are you going?' and the common answer is:

kããmāndat 'I am going on an errand'

2) When asking for the names of articles, it is alright to point to them. But it is not good manner to touch certain things, for instance food.

Corrections & Changes
in Lang. Learning Lessons (Zapoteco de Sto. Dingo. Alb.)
Date: Jan. 13, 1983

Lesson 2 - Dialog

Women's talk added in
a) reply to don Wenceslao's greeting } "... dáá L äwan"
b) " " " " } farewell

Correction of gloss of
"La't yayá'n." 'I am going home now.'

Lesson 5 - Stim.-Response Sequence Drill

- 1. quídxéé(ə) 'he will be carried on the back'
- 2. quídíí(dx)ix/-im 'he/she " " " in " arms'
- 7. quéim 'she will do/make'
- guguíiy ' " " cook/bake'

Question & Answer Drill

3c & 4a) zizä(ə) 'be out for a walk (2nd/3rd pers.)'

Word Lists

- quídíí(dx) 'will be carried in the arms'
- quídxéé(ə) ' " " on " back'
- guguíiy ' " cook/bake'
- zizä(ə) 'PROGR/mot.away - move/walk (2nd/3rd pers.)'

Lesson 10 - Phon. Drill

C. lenis: da bíd(x)án } low tone 'my frog, toad'

Notes on Phon. da bǐjǎn / [tǎbi:jǎn]

Lesson 21 - Phon. Drill 3. quíëën

'I will (say)'

Zapoteco de Sto. Domingo Albarradas Lesson 9

Part 3: Drills

Frame Drills

řānāŋkazi'ūsuhkř

I want to buy sugar

" " bī'ašti.l

" " soap

" " g'āhtšti.l

" " bread

" " bīzā'a

" " beans

" " gi'itš

" " paper

" " sāhtl

" " oil

" " lehtš

" " milk

ku.nē'el ti.čä.š gātšeht kakā'a

(give me cookies for
1 peso - I buy them)

I want to buy cookies
for 1 peso

" ti'čpä.š " "

I want to buy cookies
for 2 pesos

" tšč'čnəčä.š " "

I want to buy cookies
for 3 pesos

" t'ah pä.š " "

I want to buy cookies
for 4 pesos

" ŋka'ipä.š " "

I want to buy cookies
for 5 pesos

" šč'čpä.š " "

I want to buy cookies
for 6 pesos

Zapoteco de Sto. Domingo Albarradas Lesson 9

Part 3 : Drills

Frame Drills, cont.

ku·ne'el ka·ha·tš·pä·š gātšeht ka·ka'á I want to buy cookies for 7 pesos

" šū·hū·n·pā·š " " I want to buy cookies for 8 pesos

" kā'á·b·ā·š " " I want to buy cookies for 9 pesos

" tš·i'·l·bā·š " " I want to buy cookies for 10 pesos

ku·ne'el ti·bā·š gi'·l ka·ka'á I want to buy chile for one peso

" ti'·ō·pā·š " " " " " two pesos

" tš·ō'·n·bā·š " " " " " three "

" tā·h·pā·š " " " " " four "

" ŋ·ka'·i·pā·š " " " " " five "

" š·ō'·ō·pā·š " " " " " six "

" ka·ha·tš·pä·š " " " " " seven "

" šū·hū·n·pā·š " " " " " eight "

" kā'á·b·ā·š " " " " " nine "

" tš·i'·l·bā·š " " " " " ten "

Zapoteco de Sto Domingo Albarradas Lesson 9

Part 3: Drills

Frame drills cont.

kunēʔel ti·bāš pītīʔōš kākāʔa I want to buy tomatoes for one peso

" tiʔpā·š " " " " " " two pesos

" tšōʔnʔbā·š " " " " " " three "

" tāhpā·š " " " " " " four "

" ŋkaʔipā·š " " " " " " five "

" šōʔpā·š " " " " " " six "

" kāhatpā·š " " " " " " seven "

" šūhūnbā·š " " " " " " eight "

" kāʔabā·š " " " " " " nine "

" tšīʔbā·š " " " " " " ten "

kunēʔel ti·bāš bizaʔa kākāʔa I want to buy beans for one peso

" tiʔpā·š " " " " " " two pesos

" tšōʔnʔbā·š " " " " " " three "

" tāhpā·š " " " " " " four "

Zapoteco de Sto Domingo Albarradas Lesson 9

Part 3: Drills

Frame drills cont.

ku·ne'el ŋka'ipä.š biza'a kaka'a I want to buy beans for five pesos

" šw'öpä.š " " " " " six "

" kahaipä.š " " " " " seven "

" šuhunbä.š " " " " " eight "

" ka'abä.š " " " " " nine "

" tši'lbä.š " " " " " ten "

ku·ne'el ti.ä.š piti'wš kaka'a I want to buy tomatoes for one peso

" " biza'a " " beans "

" " gi.š " " chiles "

" " gatšeht " " cookies "

ku·ne'el ti'öpä.š piti'wš kaka'a I want to buy tomatoes for two pesos

" " biza'a " " beans "

" " gi.š " " chiles "

" " gatšeht " " cookies "

Zapoteco de Sto Domingo Albarradas, Lesson 9

Part 3 Drills

Frame drills cont.

kū·nē'el tšw'w̄n̄ä·š̄ p̄iti'w̄š̄ kākā'a I want to buy tomatoes for three pesos

" " biza'a " " beans " "

" " gi'·'l " " chiles " "

" " gātšeht " " cookies " "

kū·nē'el tāhpä·š̄ p̄iti'w̄š̄ kākā'a I want to buy tomatoes for four pesos

" " biza'a " " beans "

" " gi'·'l " " chiles "

" " gātšeht " " cookies "

kū·nē'el ŋka'ipö·š̄ p̄iti'w̄š̄ kākā'a I want to buy tomatoes for five pesos

" " biza'a " " beans "

" " gi'·'l " " chiles "

" " gātšeht " " cookies "

kū·nē'el šw'w̄pä·š̄ p̄iti'w̄š̄ kākā'a I want to buy tomatoes for six pesos

" " biza'a " " beans "

Zapoteco de Sto Domingo Albarradas Lesson 12

Part 3: Drills

A Frame Drills

1. Animals

řūk _ξ ʸa.ʔā _ξ sʔop.ēgī.n	I saw the animal sitting
řūk _ξ ʸa.ʔā _ξ sʔop.æʔəkWə	" " dog "
řūk _ξ ʸa.ʔā _ξ sʔobmīštI	" " cat "
řūk _ξ ʸa.ʔā _ξ sʔopkonev	" " rabbit "
řūk _ξ ʸa.ʔā _ξ sʔoptūgrī.ʔī	" " tigrillo "

2. People

a) males, non-respect form * tentative

řūk _ξ ʸa.ʔā _ξ sʔož.undoʔogī.	I saw the boy sitting
" sʔožalfre.t	" " Alfredo "
" sʔožlav	" " Nenceslao "
" sʔoštüü	" " Antonio "
" sʔošpet	" " Pedro "

Zapoteco de Sto Domingo Albarradas , Lesson 12

Part 3, Drills

A Frame Drills, cont.

b) females, non-respect form

rūk'ya. ʔā̃ s̃ʔom b̃undōʔogī.	I saw the girl sitting
" " li.ʔ	" María "
" " li.tʰ	" Margarita "
" " paʋwL	" Paula "
" " sʔoʔō	" Encarnación "

c) males & females, respectform

rūk'ya. ʔā̃ s̃ʔomā̃ t̃eŋgī.	I saw the ^{man /} woman sitting
" māna li.ʔ	I saw Doña María sitting
" māna q li.tʰ	I saw Doña Margarita sitting
" māmpaʋwL	I saw Doña Paula sitting
" mānidāalfre.tʰ	I saw Don Alfredo sitting
" mānfidens	I saw Don Fidencio sitting

Zapoteco de Sto. Domingo Alb., Lesson 11

Part 3: Drills

Build-up Drills

A. I want to make books in your language.

1. řæ·nāŋ^{k'}_{g'} ü·nŋ_l li·br̥_p θ̥ št̥i·dž̥i·d̥i_e I want to make books in your language.

2. št̥i·dž̥i·d̥i_e (in) your language

3. li·br̥_p θ̥ | št̥i·dž̥i·d̥i_e books in your language

4. řæ·nāŋ^{k'}_{g'} ü·nŋ_l li·br̥_p θ̥ | št̥i·dž̥i·d̥i_e I want to make books in your language.

B. In the book I will write stories of the people here.

1. kuka·^(p)āŋ_n læ·ŋ_n li·br̥_p k̥i·š̥k̥^w·n̄tl̄_{tř̥i} b̄en_{tř̥e} l̄ug̣^y·dẓ̌_{tš} q̣^y·ε̣_{k'}

In the book I will write stories of the people here.

2. b̄en_{tř̥e} l̄ug̣^y·dẓ̌_{tš} q̣^y·ε̣_{k'} people (of) here

Zapoteco de Sto. Domingo Alb., Lesson 11
Part 3 contin.

- C.3. t̄siadra.l̄tn̄
when it did not rain
4. řiḡži.řem̄nyk̄'a.t̄siadra.l̄tn̄
They used to attract water when it *did not* rain.
5. šk̄'ent̄ribenluḡ'er.džḡ'ev̄.
The story of the people here (tells how) they used to attract water when it did not rain.
- řiḡži.řem̄nyk̄'a.t̄siadra.l̄tn̄

D. They used to go to (a place called) Logsiaaw, ... to the [peak of the] Hill (of Petitions), and ... to the Hill of Thunder, in order that it might rain.

1. řeh̄erem̄nyloḡ₂̄'a[?]v̄
They used to go to (a place called) Logsiaaw,
- řeh̄erem̄nygix̄k̄'a_A[?]
... to the [peak of the] Hill (of Petitions),
- řeh̄erem̄nyḡ'a[?]at̄sibguz̄'a[?]v̄
... to the Hill of Thunder,
- pařs̄ořalḡ'a.
in order that it might rain.
2. řeh̄erem̄nyḡ'a[?]at̄sibguz̄'a[?]v̄
They used to go to the Hill of Thunder.

Zapoteco de Sto. Domingo Alb., Lesson 11

Part 3 contin.

D.3. řehēremngixk^ya[?]a[?] They used to go to the peak of the Hill.

4. řehēremngixk^ya[?]a[?] | řehēremng^ya[?]atšibguz^ya[?]v^v They used to go to [the peak of] the Hill (of Petitions), ... to the Hill of Thunder.

5. řehēremnglog^{s^y}z^ya[?]v^v They used to go to (a place called) Logsiaaw.

6. řehēremnglog^{s^y}z^ya[?]v^v | řehēremng^ya[?]atšibguz^ya[?]v^v They used to go to Logsiaaw, ... to [the peak of] the Hill (of Petitions), and ... to the Hill of Thunder.

7. pařsəřalg^ya[?] in order that it might rain

8. řehēremnglog^{s^y}z^ya[?]v^v | řehēremngixk^ya[?]a[?] They used to go to Logsiaaw, ... to the Hill of Petitions,

řehēremng^ya[?]atšibguz^ya[?]v^v | (and)... to the Hill of Thunder,

pařsəřalg^ya[?] in order that it might rain